



Pestalozzi

Training Resources

PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES
FOR ALL TEACHERS (PCORE)
“All different - All equal?”

by

Author: Margaret Wood – United Kingdom

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: All different, all equal?

Expected outcome

- ➔ To help participants to develop the knowledge, understanding and skills that will enable them as educators to contribute to education for sustainable democratic societies.

Target group

Type of training	School level / age	Subject area
Initial and in-service training for children's services professionals including teachers, teaching assistants and youth workers	Suitable for staff working with children and young people of all ages : 3 - 19	Any. The materials promote equality, diversity, community cohesion and human rights.

Brief description of the unit

The unit is divided into three activities; each activity is lasting for 50 minutes.

The Training Unit deals with a range of attitudes to the 'right to be different', in order to develop teachers' understanding of the notion, and how these differences can affect their teaching. Participants will be encouraged to gain deeper understanding of human rights, to explore explicit and implicit hostility and discrimination towards people who are perceived as different, to develop strategies to oppose all types of discrimination and to promote the inclusion of vulnerable groups in the school context.

Methods/techniques used

- Individual work
- Group work
- Plenary work
- Discussion

Time 3 hours

Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 60 minutes

Tips for trainers:

See tips in activities.

Resources

A copy of the poem, “Who Are We?” by Benjamin Zephaniah	Appendix 1
Photographs	Appendix 2
Background notes on the photographs	Appendix 3
List of questions	Appendix 4
UN Convention on the Rights of the Child	Appendix 5
A2 size chart	Appendix 6
Example profiles for circle activity	Appendix 7
Examples of questions	Appendix 8

Activity 1 'The right to be different'



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To address the affective dimension of component: "I am willing to see things from different perspectives and put my own 'world views' into question". <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To explore with teachers a range of attitudes to the 'right to be different' in order to develop their own understanding of the notion and how these differences can affect their teaching. ➤ To explore honestly the reasons for <i>differential</i> treatment of pupils including the fact that 'positive discrimination' can be justified and indeed desirable. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ The session includes a short introductory stimulus by the facilitator followed by participative group work and a final plenary discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 1: A copy of the poem, "Who Are We?" by Benjamin Zephaniah ➤ A CD player and loud - speakers if you plan to play the recording of the poem instead of reading it aloud ➤ A sheet of flip chart paper for each group ➤ Coloured pens, at least 1 per group ➤ Blu-tack ➤ Post-it notes ➤ 5 x A2 sheets pinned to the wall and headed: <ol style="list-style-type: none"> 1. <i>Personal characteristics</i> 2. <i>Family/Community</i> 3. <i>Social Class/Race/Religion</i> 	

<p>4. <i>Particular Educational Needs</i> 5. <i>Other</i></p>	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange furniture to enable group work. ➤ Create groups of 3 / 4 by asking all participants to stand up and arrange themselves into a line that shows a continuum of hair colours. The person with the darkest hair stands at one end and the one with lightest hair at the other. Form the groups by counting off every 3 or 4 people. (5minutes) 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator reads out the Benjamin Zephaniah poem: “Who Are We?” (See Appendix 1). The facilitator then asks participants to discuss the list of characteristics the poem mentions and their significance to teachers and children. (10 minutes). Participants are asked to make free associations on term “Intelligences“. The trainer writes down their answers to flip chart. ➤ Ask participants in their groups to consider the range of <i>differences</i> mentioned in the poem – and any others. Give each group a large flip chart sheet of paper and pens to make a poster. Half of the groups draw and label one pupil who is different in 10+ “acceptable” ways and the other half draws one pupil who is different in 10+ “unacceptable” ways, both in the context of a typical school. Groups are then asked to swap their poster with another group which has done the opposite to their group and continue to add characteristics. All the groups are then asked to pin up their posters and walk round to look, read and comment. (15 minutes) ➤ Explain that some teachers on occasions give preferential treatment to certain pupils. Ask each group to list on ‘post-it notes’ factors that can explain the preferential treatment by teachers of particular pupils. Then ask the groups to stick their post-it notes onto 5 x A2 sheets pinned to the wall and headed: <ol style="list-style-type: none"> 1. Personal characteristics 2. Family/Community 3. Social Class/Race/Religion 4. Particular Educational Needs; 5. Other (15 minutes) ➤ Invite the participants to look at the A2 sheets and then to take part in a short plenary discussion 	

led by the facilitator about the effect on learning and teaching of teachers' own understanding of 'equality' and 'difference'. See suggested questions in Debriefing/reflecting section below. (15 minutes)

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

- Be prepared to give examples if necessary when explaining each phase of the activity. For example 'acceptable' and 'unacceptable' differences might relate to personal characteristics, appearance, gender, social class and so on.
- The activity can be easily adapted for use by pupils in secondary schools in order to encourage them to see things from different perspectives and put their own views into question.

► **Debriefing/reflecting:**

The following questions are given as examples of possible follow up questions for the final plenary discussion.

- Did you agree in the classification of acceptable and unacceptable differences? And how easy was it to reach agreement?
- Do you think that social class, ethnicity, religion, personality have a bearing upon how you see individual children? Or do you think that you can successfully ignore these factors in dealing with children in a class?
- Of course there are different points of view applicable to deciding what is acceptable and unacceptable. For example, thinking about this from the point of view of the 'school rules', from the point of view of parents and other teachers, or from the point of view of children in the class may give conflicting answers. What is the most important point of view in this context?
- Many people use labels of various kinds to classify children: e.g. 'sporty', 'always talking and smirking', 'swat', 'slow', 'keen'. Can you think of any labels that are particularly common from your own experience? Are such labels always helpful?
- Do you think teachers' understanding of, and attitude towards, differences has a bearing upon the quality of learning in class?
- Do you think this activity, including the poem, has helped you see differences more positively and how?
- What do you think are the limitations on the 'right to be different'?
- What are the positive and negative sides of 'positive discrimination'?

Activity 2 Hostility – and dealing with it



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To address the pragmatic dimension of component: “I seek to prevent the marginalization of any individual or group.” <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To encourage the participants to explore explicit and implicit hostility and discrimination towards people who are perceived as different. ➢ To develop strategies to encourage learners to oppose all types of discrimination and to promote the inclusion of vulnerable groups in the school context. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ The activity is designed for collaborative group work, which is followed by a whole group plenary discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 2: Identical sets of photographs ➢ Appendix 3: Background notes on the photographs ➢ Appendix 4: List of questions for discussion – one set needed per group; ➢ A small bag or box containing photographs cut into pieces ready for the jigsaw activity that will be used to create the working groups. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the furniture to enable group work. ➢ Work in groups of 3/4. To create these groups use a jigsaw activity. The photographs chosen for the activity (see Appendix 2) can each be cut into 3/4 pieces and placed in a small box or carrier bag. 	

<p>The total number of pieces should be the same as the number of people in the whole group. Participants each take a piece of the jigsaw. They are asked to circulate and find the 2/3 people whose pieces go with theirs and to sit down with them. (5 minutes)</p>	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The trainer provides each group with an identical envelope of photographs (Appendix 2). The photographs all illustrate hostility and discrimination. The participants look at the photographs one by one. Background notes on the photographs provided in Appendix 2 can be found in Appendix 3. ➤ The trainer moderates a group discussion. A list of questions to consider with regard to each photograph can either be displayed and/or come as an instruction sheet with the envelope of photographs (Appendix 4). (25 minutes) ➤ Create fresh groups, each one containing a representative from each of the initial groups. Formulate a response to the question: What are the implications for local schools wishing to promote an anti-discriminatory ethos? Feed back to the whole group. (15 minutes) ➤ For this part of the session use some or all of the suggestions in the Debriefing/reflecting section below. (15 minutes) 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If you are not including the optional additional group discussion, encourage participants to spend sufficient time discussing Question d. relating to the implications for schools of the hostility illustrated in each photograph. ➤ Trainers may like to use their own selection of photographs, possibly ones with local relevance. ➤ This activity is also suitable for use with secondary school pupils. 	

► Debriefing/reflecting:

The following questions are given as examples of possible follow up questions for the final plenary discussion.

- Were there any substantial disagreements about the interpretation of any of the photographs?
- Were there any photographs that you felt had no particular relevance in terms of problems liable to affect children in local schools?
- Is it ever right for a school simply to ignore the conflicts which might be raging in the local community? Alternatively, is it always a good idea for a school to address such conflicts explicitly?
- Could you give examples of the kinds of steps you believe schools should be taking to reduce the adverse impact of tensions in the local community?
- Can you give any examples of how children might be marginalized in more subtle ways than those illustrated in the photographs?

Activity 3 So, what is Equality then?



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To address the affective dimension of component “I believe that sharing values of Human Rights, mutual understanding and democratic citizenship positively influence people’s attitudes and behaviours” <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To help participants to explore in some depth the related notions of human rights and equality and to reach a more precise understanding of them. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work and pair work followed by a plenary discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Blu-tack ➢ Appendix 5: UN Convention on the Rights of the Child ➢ Appendix 6: A2 Size Chart ➢ Appendix 7: Example profiles for circle activity ➢ Appendix 8: Examples of questions 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Furniture needs to be arranged to allow group work. ➢ A large space is needed for step 2 of the activity. 	

► **Instructions/procedure:**

Step 1 'Unpicking equality'

- Form groups of 3/ 4 people. To create the groups, divide the total number in the group by 3 (or 4) to find out how many groups can be made. If for example there are enough to create 5 groups, count 1-5 around the room 5 times. Give every participant a number in sequence and then ask all the 1's to sit together, all the 2's to sit together etc. (5 minutes)
- Give each group 3 random cards either from Appendix 2 or similar, making sure that each card is used at least once. Ask the participants to discuss their 3 cards, each of which summarises one of the UN Convention Rights of the Child (Appendix 5). Group discussions should be directed towards considering the circumstances in which each of the statement of rights might not apply because of exceptions or hindrances. Groups may wish to do this in terms of their own country or any other country (15 minutes).
- The groups are then asked to score each of their 3 cards in terms of *achievability* with 5 being the hardest to achieve and 1 the easiest.
- Each group is then asked to stick its 3 cards (into the appropriate score section) onto a large A2 chart which is on the wall for everyone to use (Appendix 6) (10 minutes).

Step 2 'Circle activity'

- Give each participant randomly a personal profile on a slip of paper. See Appendix 7 for the template. The participants retain this profile for the duration of the activity.
- Participants are asked to stand in 2 concentric circles facing a partner.
- Participants are then asked to compare profiles with the person opposite by discussing in turn a number of questions put by the facilitator (Appendix 8). They will be asked to discuss their profile and the most likely answers to the facilitator's questions given the predictive nature of their profile.
- After each question the people in the outer circle move one place to the right enabling participants to engage with many of the others (20 minutes).
- End the session with a discussion about the participants' reflections on the activity. (10 minutes). Suggested stimuli for this discussion are provided in the section Debriefing/reflecting below.

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

- The materials in the appendixes are given as examples and other similar ones may be substituted by the trainer.
- If you are working with a large group you may prefer to pin up 5 separate large sheets with the headings provided in Appendix 6.
- Make sure that the space in the room is large enough for the circle activity!
- The two steps could be adapted to provide 2 separate activities.
- The activity is also suitable for use with secondary school pupils.
- If adapted and simplified it could also be used with primary school pupils.

► **Debriefing/reflecting:**

The following questions are given as examples of possible follow up questions for the final plenary discussion.

- First ask each group to offer one example of an exception to the application of the human rights they discussed in step 1 of the activity, and also one example of a hindrance to applying such a right.
- Then ask: Do you agree with the examples offered by other groups, or do you disagree with any of them? Are there any surprises?
- Looking at the 'achievability' score cards on the board, do you agree with what other groups have asserted, and if so why, if not why not?
- How successfully do you feel the step 2 cross-profile interviews highlighted differences leading to inequality in expectation and future outcome?
- Teaching children about human rights can be difficult. Can you give any good examples of teaching both the content and value of such rights, particularly insofar as they concern the value of equality, to children?

Appendix 1: Copy of the Poem “Who are we”, by Benjamin Zephaniah

WHO ARE WE?

So who are you?

Are you one of those
Tall people?
Are you one of those
Black people?
Or are you just one of
Those people.
Those other people,
You know
Them people?

We are calling us
Disabled people,
Able-bodied people,
Rich people,
Poor people,
Upper class people
Working class people
And even
Lower class people.

Who do you think we are?

We call some people
Foreign people
Strange people
Different people
Why do we still
Label people?
Why do some people feel like
Chosen people?

OK
I know we come from different
places,
We have different shades of skin,
And there are different ways of living
In the countries we live in,
And
Some people can do some things
And some people can do others,

But I think that we have to see
We're all sisters and brothers
And

Children may be small people
Adults may be big people
But when you get right down to it
All people are people,
And
As far as I can see
You're all related to me,
That is why I say that
All people are equal.

Now let your reply be true
Everybody
Who are you?

**Benjamin Zephaniah: Wicked World,
Penguin 2000**

Appendix 2: Examples of photographs



1. Montreuil, France
2010 demonstration
against Eastern
European Roma
expulsions



2. Weston-super-Mare
2009
They shall not pass:
At former RAF base,
locals form a human
shield to stop
Travellers from
moving on.

© Murray Sanders



3. Belfast, Northern Ireland 2001. Catholic children from Holy Cross School facing a barrage of abuse as they try to go to school.



4. USA 1958. When David Isom broke the colour line at his local St. Petersburg, Florida, public pool, officials closed the facility.



5. England, 2009. British National Party protest against immigration.



6. Britain 2005. Sun newspaper campaign.

Appendix 3: Background information on photographs

The photographs were all taken from **Google Images** and specific references for each are given below.

➤ **Photograph 1**

Green Left, September 4, 2010

<http://www.greenleft.org.au/node/45277>

Montreuil, France 2010, demonstration against Eastern European Roma expulsions.

In summer 2010 President Sarkozy of France initiated the expulsion of Roma from France. He ordered the demolition of Roma and Gypsy camps and the eviction of their residents.

➤ **Photograph 2**

Mail Online 30th July 2009

<http://www.dailymail.co.uk/news/article-1203115/They-shall-pass-At-RAF-base-locals-form-human-shield-halt-invasion-travellers.html>

Weston-Super-Mare 2009

They shall not pass: At former RAF base, locals form a human shield to stop Travellers from moving on.

In English the term 'Traveller' is an umbrella term used to describe people of nomadic heritage and with a range of ethnic origins including Romany Gypsy and Irish Traveller. For those people who still live in caravans there is a huge shortfall of sites with around 20% lacking a legal place to stop and to live. Plans for Traveller sites are opposed by local residents and politicians.

➤ **Photograph 3**

BBC News 5 September, 2001

http://news.bbc.co.uk/1/hi/northern_ireland/1526802.stm

Belfast, Northern Ireland 2001. Catholic children from Holy Cross School facing a barrage of abuse as they try to go to school. For a five month period in 2001, loyalists (Protestants) built barrages and prevented Catholic parents and children from walking through a loyalist residential area on their way to school.

➤ **Photograph 4**

Corbis Images

Standard Rights Managed (RM) BE051625

<http://www.corbisimages.com/stock-photo/rights-managed/BE051625/segregated-swimming-pool/?ext=1>

USA 1958. When David Isom broke the colour line at his local St. Petersburg, Florida, public pool, officials closed the facility. Between 1865 and 1967 there were segregation laws in Florida which made it illegal for black people to share facilities with white people.

➤ **Photograph 5**

October 21, 2009

The Jewish Chronicle online

<http://www.thejc.com/news/uk-news/21135/bnp-question-time-chaos-continues>

England, 2009. British National Party protest against immigration

The British National Party is a far right political party that seeks to restore the predominantly white ethnicity of Britain that it says existed before 1948. It campaigns to repeal anti-discrimination legislation and to promote voluntary repatriation of immigrants.

➤ **Photograph 6**

BBC NEWS 11 March, 2005

<http://news.bbc.co.uk/1/hi/uk/4337281.stm>

Britain 2005. Sun newspaper campaign

In March 2005, the Sun newspaper and other tabloid newspapers launched a sustained campaign on Gypsy and Traveller sites. In one notable article, in the immediate wake of an announcement on the Government's new planning circular which called for councils to identify land Travellers can buy, the Sun printed a picture of Travellers with the caption 'meet the neighbours'. Another caption proclaimed 'Stamp on the Camps'.

Appendix 4: Questions to consider about each photograph

1. What is going on in the photograph?
2. Is the hostility explicit or implicit?
3. What might explain the hostility?
- 4. What are the implications for local schools wishing to promote an anti-discriminatory ethos?**

Appendix 5: UN Convention on the Rights of the Child (<http://www2.ohchr.org/english/law/crc.htm>)

No child should be treated unfairly on any basis.	Children have the right to live with their parent(s).
Children have the right to say what they think should happen and have their opinions taken into account.	Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
Children who have any kind of disability have the right to special care and support so that they can live full and independent lives.	Children have the right to good quality health care and to safe drinking water, nutritious food and a clean and safe environment.
The government should protect children from work that is dangerous or might harm their health or their education.	All children have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education of which they are capable.
Children's education should develop each child's personality, talents and abilities to the fullest.	Minority or indigenous children have the right to learn about and practice their own culture, language and religion.
Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.	Children have the right to live.
For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity.	

Appendix 6: A2 size chart

How easy is it to achieve equality for children?	
5 - hard	
4	
3	
2	
1 - easy	

Appendix 7: Example profiles for circle activity

<p>➤ 12 year old boy. Son of a Moslem taxi driver from Pakistan whose mother speaks little English. Lives with parents and 4 brothers and sisters in a flat in a predominantly immigrant area. He speaks English as an additional language and is very good at science, especially biology.</p>	<p>➤ Girl, 14. Both parents are nurses and older sister is at University studying media. She is good at horse riding and lives in a village. She is hearing impaired and attends the local mainstream school.</p>
<p>➤ Boy, 15, unaccompanied asylum seeker from Afghanistan living in a council house on a Glasgow estate with foster parents. Good at football and languages and is achieving outstanding results in all subjects at school. Does not know where his parents and 2 siblings are.</p>	<p>➤ 10 year old Roma girl. Her father is a talented musician from Romania who now busks in the street. The mother sells the Big Issue. There are 3 younger siblings and they share a rented house with 2 other families. Good at dance and drama. The family speaks Romanian at home.</p>
<p>➤ Girl, 16, mixed race and from a Christian family. She lives with her black mother who is a GP with high aspirations for her children and an unemployed older brother who wants to be a DJ. They have a small 2 bedroomed house in London. There is no contact with the father. She gets good results in science and maths and she is very interested in fashion.</p>	<p>➤ Boy, 9. His father is a university lecturer who comes from Jordan, and his mother is a solicitor from the US. They live in a detached 5 bedroom house with his younger sister, who has Downs's syndrome and a live-in au pair. He is acutely shy and hates school but is a very good skateboarder.</p>

Appendix 8: Examples of questions

Examples of questions for the facilitator to ask during the circle activity.
Allow appropriate gaps for mutual discussion.

- What do you want to be when you grow up?
- What do you expect to be?
- What would your parents like you to do when you are older?
- Will you go to university?
Will you be rich or poor?
- Have you ever experienced discrimination?
- Do you think that your teachers like you?
- Are you popular at school?
- Do you ever get into trouble?
- Where do you expect to live?
- Will you own your own home?