



Pestalozzi

Training Resources

Diversity of World Views and World Knowledge in the
Classroom (VIEWS)

Inclusion: What are teachers' attitudes/feelings towards their
mixed-ability students?

by

Author: Claire Azzopardi - Malta

Editor: Olga Ferreira



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Inclusion: What are teachers' attitudes/feelings towards their
mixed-ability students?

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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: Diversity: in reference to an inclusive approach, what are teachers' attitudes/feelings towards their mixed-ability students? How do their world views influence their attitudes?

General aims

→ To acknowledge diversity in its broadest sense and to develop awareness of stereotypes and prejudices in the classroom.

Target group

Type of training	School level	Subject area
Initial and in-service teacher training	Secondary	Languages

Brief description of the unit

The activities aim to put teachers in their students' shoes, leading them to become more aware of all the diversity in the classroom. Teachers need to face that learners come from diverse backgrounds, possess different background knowledge, speak different languages, have different interests, different preferences in learning and different abilities and skills. Therefore they all have individual and specific needs concerning their own development and growth.

In these activities, teachers are expected to develop knowledge and awareness of stereotypes and prejudices, which they have to overcome in order to become more flexible. They need to understand the importance of adjusting the teaching and learning process to the different learners so that it is possible to lead them to success.

Methods/techniques used

Discussion, role-play and group work.

Time 120 minutes

Activity 1	▶ 20 minutes
Activity 2	▶ 30 minutes
Activity 3	▶ 30 minutes
Activity 4	▶ 30 minutes
Evaluation	▶ 10 minutes

Resources

- Activity 1 - Communication (images) Appendix 1
- Activity 2 - Let's read (reading texts) Appendix 2
- Activity 5 - Evaluation Appendix 3

Tips to trainers on the overall unit

- The trainer should focus on creating a positive atmosphere of openness and tolerance, in order to foster dialogue among the participants. Trainees should feel safe enough to express their concerns, share their experiences, develop the ability to analyse critically and to reflect on problems and their possible solutions.

Activity 1 Communication



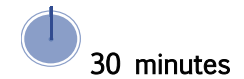
20 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➤ To introduce the topic of diversity through an ice-breaking activity <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To promote communication among participants; ➤ To make the trainees feel comfortable and at ease; ➤ To help them to become aware of diversity in its broadest sense. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Work in pairs; ➤ Work in plenary. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Images of different aspects of diversity (cultural, religious, social, physical and other) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ A comfortable room equipped with a space for the images or with a projector. 	
<p>▶ Instructions/Procedure:</p> <ol style="list-style-type: none"> 1. Ask the participants to pair up . 2. Give out an image to each participant. The participants should keep these images and should not show them to anyone; 3. Each participant will describe the image received to their partner without showing the picture; 4. The partner has to draw this picture as accurately as possible following the instructions given; 5. Partners change roles; 6. In the next step partners will share their work and try to find a title / slogan for their drawings; 	

7. A group discussion follows: each group shows their pictures to all participants and expresses their feelings and ideas about this activity.	
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<p>► Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Participants may group up in 2s or 3s, depending on the number of participants; ➤ The aim is not to have perfect drawings. The aim is to raise awareness for the notion of diversity and to promote communication; ➤ This icebreaker can be replaced by any other. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Themes to be introduced in this final reflection: What is the message you want to pass on? Which areas of diversity does your image represent - physical moral, cultural, religious or conceptual...? ➤ What topics or ideas do you think your pictures show? Why did you choose that particular slogan? 	

Activity 2 **Let's read**



	Notes
<p>► General aims:</p> <ul style="list-style-type: none"> ➤ To put yourself in another person's shoes; ➤ To discuss the participants' attitudes towards different languages & cultures. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ To promote empathy; ➤ To put participants in a real-class situation; ➤ To discuss language barriers and solutions to overcome them. 	
<p>► Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Role play; ➤ Group work; 	

➤ Discussion in plenary.



<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Several texts in different languages to distribute to the participants; ➤ English versions of the same texts. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The room must be rearranged so that the readers can stand in front of whole the class, while the others are seated in front of them, like an audience; ➤ Later on, the room should be reorganised for the group work. 	
<p>► Instructions/Procedure:</p> <ol style="list-style-type: none"> 1. Two participants are asked to get up in front of the class and read a short paragraph. One text is in English while the second text is in German or Spanish (or any language that the participants do not know). Both participants read both texts, even if they do not understand them or do not know how to pronounce the words. At the end the readers are asked how they felt while reading. How did the audience feel? Did they lose interest when they did not understand? 2. Another participant is now asked to read aloud another text in a foreign language. All participants will be asked to translate this text into their mother tongue (or any other language they feel comfortable with) and discuss what they think the text is about. There is no need of a perfect translation – just of a general idea of what the text says; 3. The group is divided into smaller groups of three or four persons. Each group receives one new foreign language text and is asked to work closely together in order to find out what the text is about. (Here one might provide the group with some pictures to give them an idea of what the text is about); 4. Each group is asked to explain to the plenary what they believe their text is about. Then the correct version of the texts is distributed and some minutes are allowed for each group to compare their work in order to see which group has come up with the version closest to the original. 5. Plenary discussion. 	
<p>► Tips to trainers:</p>	

<ul style="list-style-type: none"> ➤ Some participants might refuse to read in a language that they do not recognise / understand and the trainer must be prepared to negotiate. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Questions for discussion: In your opinion, what was the aim of this activity? How did you feel when you heard a foreign text being read to you and had to translate it/ guess its meaning? Can you link this to any situation in our everyday work? Do you encounter these or similar diversity issues? How do you think your students feel in similar classroom situations? Does this happen in class? What can we do to improve the situation? (Use more group work maybe? or encourage students?) How can we promote better practices that respect and at the same time make use of different world views in our working environment? Can we identify ways in which our world views/ knowledge influence our attitude towards other languages and cultures? Are we biased when we hear certain languages? Does this, in turn, influence our behaviour towards others in a broader context? 	

Activity 3 The three adjectives



30 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➤ To put participants in the teachers' role; ➤ To acknowledge and share our world views about people who appear to be different. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To make participants recognise and become aware of their own feelings and views concerning their mixed-ability students; ➤ To encourage participants to share their feelings and ideas in order to increase a sense of togetherness. 	
<p>▶ Methods/techniques used:</p>	

<ul style="list-style-type: none">➤ Individual work;➤ Whole-group discussion.	
<p>▶ Resources:</p> <ul style="list-style-type: none">➤ Pens and paper;➤ Whiteboard.	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none">➤ Organise room in U-shape.	

<p>▶ Instructions/Procedure:</p> <ol style="list-style-type: none"> 1. How do I feel about my diverse-ability students? (Write down positive and negative feelings). Write down three adjectives to describe how you feel about them; 2. Write down the results on a whiteboard. Then, find out which are the most common feelings and why; 3. In plenary, the whole class discusses these results and shares experiences. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➢ Participants might be reluctant to speak about negative feelings towards their students and the trainer must be prepared to deal with this possibility in a constructive way in a good and safe atmosphere. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ How can we use these feelings/ideas to accept diversity of world views and world knowledge in our classrooms? What can we do to improve such feelings/attitudes? Do our world view influence our perception of our students? Does this perception influence our behaviour creating a Pygmalion effect? After activity two, do you think we can change some/any of these world views and, then, in turn, change our feelings/attitudes towards these and others? 	

Activity 4 Stereotypes



30 minutes

<p>▶ General aims:</p> <ul style="list-style-type: none"> ➢ To acknowledge stereotypes and prejudices. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To acknowledge the stereotypes participants have based on their own world views and world knowledge; 	<p style="text-align: center;">Notes</p>
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- To become aware of self-fulfilling prophecies;
- To find ways and means to fight stereotypes and, if necessary, to start changing our own world views.

<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Group work; ➤ Whole-group discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Large sheets of paper and markers. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Tables and chairs set up for group work. 	
<p>▶ Istructions/Procedure:</p> <ol style="list-style-type: none"> 1. Form groups of four. 2. All groups must agree on four different stereotypes concerning secondary school students and list them on the whiteboard; 3. In the groups they describe all the characteristics of these stereotypes – physical aspects, social aspects, social background, etc... 4. Each of the four groups chooses one stereotype and draws a very large picture of it, encompassing all its aspects; 5. Each group presents their idea of what the social and the academic performance of such a stereotype could be. (for example regarding any main school subject? What will be their behaviour in class? Will they have any “friends”? The groups create a complete identity for their stereotype, including a name. 6. Each group then presents its stereotype and the whole group discusses it. The other groups are supposed to try to find arguments to break this stereotype; 7. Then everybody discusses what kind of prejudice, what kind of world view is behind each stereotype. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ Choose any effective procedure to form the groups. 	

► **Debriefing/reflecting:**

- Acknowledging the stereotypes we have in mind and taking action accordingly.
- Do these four stereotypes we created reflect preset ideas we have in mind about students we meet and work with? Do they reflect our own world views?
- What do you think influences our preset ideas – our (limited) world knowledge?
- Does our world knowledge help or hinder changes of our attitude towards those we see as ‘different’?
- Do our world views influence us in our behaviour towards these students? How?
- What are you going to do if this happens in class? How can we promote diversity in all its aspects and use it to enhance (or change, if necessary) our world views and our world knowledge?
- How can we promote more respect for diversity?
- What are the implications of all this for your teaching?

Evaluation and assessment



10 minutes

► **General aims:**

- To obtain the participants’ feedback about this training session

► **Specific aims:**

- To provide an opportunity for participants to express their own ideas about these activities;
- To provide the trainer with feedback about his prepared activities;
- To find different ways to improve the activities presented.

► **Methods/techniques used:**

- Fill-out form;
- Discussion.

► **Evaluation and assessment:**

- (Example: What are the three most important things you have learned? How will this change your

way of thinking, seeing others, living? Self-evaluation before and after the training or peer interviews, ...)

Appendix 1 :Images



Images that show different aspects of diversity.



Appendix 2 : Reading Texts

Text 1

Es war einmal ein Mann, der hatte einen Esel, welcher schon lange Jahre unverdrossen die Säcke in die Mühle getragen hatte. Nun aber gingen die Kräfte des Esels zu Ende, so dass er zur Arbeit nicht mehr taugte. Da dachte der Herr daran, ihn wegzugeben. Aber der Esel merkte, dass sein Herr etwas Böses im Sinn hatte, lief fort und machte sich auf den Weg nach Bremen. Dort, so meinte er, könnte er ja Stadtmusikant werden.

Als er schon eine Weile gegangen war, fand er einen Jagdhund am Wege liegen, der jämmerlich heulte. „Warum heulst du denn so, Pack an?“ fragte der Esel.

Text 2

„Weißt du, was“, sprach der Esel, „ich gehe nach Bremen und werde dort Stadtmusikant. Komm mit mir und lass dich auch bei der Musik annehmen. Ich spiele die Laute, und du schlägst die Pauken.“

Der Hund war einverstanden, und sie gingen mitsammen weiter. Es dauerte nicht lange, da sahen sie eine Katze am Wege sitzen, die machte ein Gesicht wie drei Tage Regenwetter. „Was ist denn dir in die Quere gekommen, alter Bartputzer?“ fragte der Esel.

„Wer kann da lustig sein, wenn's einem an den Kragen geht“, antwortete die Katze. „Weil ich nun alt bin, meine Zähne stumpf werden und ich lieber hinter dem Ofen sitze und spinne, als nach Mäusen herumjage, hat mich meine Frau ersäufen wollen. Ich konnte mich zwar noch davonschleichen, aber nun ist guter Rat teuer. Wo soll ich jetzt hin?“

„Geh mit uns nach Bremen! Du verstehst dich doch auf die Nachtmusik, da kannst du Stadtmusikant werden.“

Text 3

„Du schreist einem durch Mark und Bein“, sprach der Esel, „was hast du vor?“

„Die Hausfrau hat der Köchin befohlen, mir heute Abend den Kopf abzuschlagen. Morgen, am Sonntag, haben sie Gäste, da wollen sie mich in der Suppe essen. Nun schrei ich aus vollem Hals, solange ich noch kann.“

„Ei was" sagte der Esel, „zieh lieber mit uns fort, wir gehen nach Bremen, etwas Besseres als den Tod findest du überall. Du hast eine gute Stimme, und wenn wir mitsammen musizieren, wird es gar herrlich klingen." Dem Hahn gefiel der Vorschlag, und sie gingen alle vier mitsammen fort.

Sie konnten aber die Stadt Bremen an einem Tag nicht erreichen und kamen abends in einen Wald, wo sie übernachteten wollten. Der Esel und der Hund legten sich unter einen großen Baum, die Katze kletterte auf einen Ast, und der Hahn flog bis in den Wipfel, wo es am sichersten für ihn war. - [Fortsetzung](#)

English

The Bremen Town Musicians

There once was a man who had a donkey that had carried the grain sacks to the mill tirelessly for many long years. But his strength was failing and he was growing more and more unfit for work. So his master began to consider getting rid of him. But the donkey, who became aware that his master had something evil in mind, ran away and set out on the road to Bremen. There he thought he could surely become a town musician.

After he had walked for a while, he found a hunting hound lying on the road, howling pitifully. "Why are you howling so, old fellow," asked the donkey.

"Ah," replied the hound, "because I am old and grow weaker each day, and can no longer hunt, my master wanted to shoot me dead. So I fled. But how am I supposed to earn my bread now?"

"You know what," said the donkey, "I am going to Bremen and shall become town musician there. Come with me and engage yourself as a musician as well. I will play the lute and you shall beat the kettledrum."

The hound agreed, and they went on together. It wasn't long before they saw a cat sitting on the path, with a face like three rainy days. "Now then, old whiskers, what has gone wrong for you," asked the donkey.

"Who can be merry when his neck is at risk," answered the cat. "Because I am old now, my teeth are dull, and I prefer to sit by the fire and spin rather than chase after mice, my mistress wanted to drown me. However, I did manage to sneak away. But it's hard to know what to do. Where am I to go now?"

"Go with us to Bremen. You know something about night music. You can become a town musician there."

The cat thought that was a good idea and went with them. As the three went on together, they passed by a farm, where the rooster was sitting on the gate crowing with all his might.

"Your crowing pierces right through to the marrow," said the donkey. "What's on your mind?"

"The lady of the house has ordered the cook to chop off my head this evening. Tomorrow, on Sunday, company is coming and they want to eat me in the soup. Now I am crowing at the top of my lungs while still I can."

"Oh come on!" said the donkey. "Why don't you come away with us. We are going to Bremen. You can find something better than death everywhere. You have a good voice, and when we make music together it will sound magnificent." The rooster liked the suggestion and the four went on together.

They could not reach the town of Bremen in one day, however, and that evening they came to a forest where they wanted to spend the night. The donkey and the hound laid themselves down under a large tree, the cat climbed onto a branch, and the rooster flew up to the top of the tree, where it was safest for him. - [Continued](#)

Appendix 3 : Evaluation Form

What are teachers' attitudes / feelings towards their mixed-ability students ?

Which part of this seminar did you find most interesting / useful? Why?

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.....
.....

Will this training session help you in your everyday work? If yes, how?

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.....
.....

Did you feel uneasy/ uncomfortable during any activity? Can you explain why?

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.....
.....

Could you suggest at least one way in which these activities could be improved?

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.....
.....

How did your world views/world knowledge change after this training session?

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