

# Pestalozzi

## Training Resources

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

Respect and Tolerance are born in the Classroom

by

**Author:** Zsuzsanna Czene - Hungary

**Editor:** Olga Ferreira



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Diversity of World Views and World Knowledge in the Classroom (VIEWS) Respect and Tolerance are born in the Classroom

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**Themes:** Teaching attitudes - Group dynamics - Promoting respect and tolerance

**Title:** Can Teachers Educate the World to Sing a Different Tune?

### Expected outcome

- To gain awareness of the importance of otherness and of keeping an open mind towards other cultures;
- To realise the importance of promoting mutual respect and tolerance among people of different cultural and social backgrounds;
- To understand the teacher's role and their high-responsibility task which begins at an early age in all stages of social intercourse;
- To realise how essential teaching is in bringing up generations that feel responsible for their academic and personal development.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary and Secondary school education	Foreign language teaching and other areas

### Brief description of the unit

The aim of the present training material is to make teachers realise how essential their work is in educating the young generations so that they feel responsible for their personal and academic development, and to be aware of the high responsibility of their role which begins at an early age, in all stages of social intercourse.

The three different sessions focus on three different areas of the topic:

- Session 1 – teacher roles, teacher attitudes and their importance in presenting and modeling tolerance and mutual respect;

- Session 2 – group dynamics, group cohesion and creating a safe and encouraging environment where students have the opportunity to practice tolerance and respect;
- Session 3 – how to teach students to be able to change perspectives, face challenges and conflicts in everyday life, to tolerate and respect one another.

### Methods/techniques used

- Group-work and pair-work activities;
- Group discussion;
- Plenary discussion/debate;
- Creating posters, spider maps and charts in groups.

### Time 4h30

<b>Session 1</b> -Activity 1 -Activity 2 -Activity 3	<b>▶ 90 minutes</b> -20 min -30 min -40 min
<b>Session 2</b> -Activity 1 -Activity 2 -Activity 3	<b>▶ 90 minutes</b> -10 min -35 min -45 min
<b>Session 3</b> -Activity 1 -Activity 2 -Activity 3 -Activity 4	<b>▶ 90 minutes</b> -15 min -30 min -15 min -30 min

### Tips for trainers:

- Tips are provided after activities when necessary.

### Resources

Session 1	Appendices 1/1, 2/1, 2/2
Session 2	Appendix 3
Session 3	Appendices 4/1, 4/2, 4/3, 4/4
Evaluation sheets	Appendix 5

### Preparatory reading:

- White Paper on Intercultural Dialogue (Council of Europe document)
- Basic Assumption Document (Diversity of World Views and World Knowledge in the Classroom)
- Duncan Foord: The Developing Teacher – Delta Teacher Development Series, Delta Publishing 2009
- Religious Diversity and Intercultural Education: A reference book for schools (edited by: John Keast) – Council of Europe Publishing 2007
- Margit Szesztay, Rod Bolitho and Meg Einhorn: Group Facilitation in Language Teacher Education – Council of Europe Publishing 2009
- Szesztay Margit: Az én csoportom OPKM-ECML Magyarországi Kontaktpont 2009
- Lázár Ildikó: 33 Kultúrális játék a nyelvórán OPKM-ECML Magyarországi Kontaktpont 2006

Session 1

## Activity 1 Introduction to the workshop sessions



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To present the Pestalozzi Programme and introduce the training sessions and the basic concepts of the unit.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To clarify the basic terms used throughout the workshop and the concepts of world views and world knowledge</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work;</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Laptop, projector and screen;</li> <li>➢ Appendix 1/1.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Organize a room with internet access, projector and screen;</li> <li>➢ The opening ideas: projected on a screen and also provided photocopied material.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Greeting the participants and introduction of trainer;</li> </ul>	

<ul style="list-style-type: none"> <li>➤ 2. Introduction of participants: listening to their first reflections and what they expect from the workshop;</li> <li>➤ 3. Brief introduction on the Pestalozzi Program;</li> <li>➤ 4. Clarification of the basic terms that will serve as the basis of the mutual work and presentation of some opening remarks (Appendix 1);</li> <li>➤ 5. Participants work in groups of four - they share their expectations about the topic of the workshop and also their first comments on the opening statements.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It is important, to provide background information and to clarify basic terms and the main purpose right at the beginning, but you will also need to refer back to them at later stages, so do not spend too much time on a long speech.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to introduce themselves briefly, describing their professional background expressing their expectations, works much better than any other warm-up exercise. Even if some participants happen to know one another, listening to greetings and introductions brings people together. And what is essential: if people make the effort to remember names and use them during the workshop, it really makes a difference.</li> </ul>	

## Activity 2 Stages of educating tolerance and mutual respect



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To develop an understanding of the stages of educational work in teaching tolerance and respect towards otherness.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify the different stages of the learning process.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work</li> <li>➢ Plenary discussion/debate</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Opening Ideas – part 2</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Appendix 1/2.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. The participants work in groups of 3-4; they are asked to match the steps of the teaching process with the terms provided in order to see how to carry them out in practice (e.g. the teaching purpose we follow will play an essential role in the way we introduce and model tolerance, and so on);</li> <li>➢ 2. The groups get some key phrases and are asked to match them with the areas discussed (e.g. “students learn to listen to one another” might go to the practicing stage, and so on);</li> <li>➢ 3. Plenary discussion about and comments on the different group outcomes.</li> </ul>	

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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Give the participants enough time to think, reflect on and discuss their findings.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ These starting steps are very important in order to create a safe working environment and to come to mutual terms, so do not hurry the participants even if you think that you should proceed faster.</li></ul>	

## Activity 3 Teacher similes



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To reflect on the role or roles we tend to play as teachers, attitudes and typical features of the teacher behavior we prefer to follow.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To get an overview of the main teacher roles;</li> <li>➤ To identify what attitudes might be found behind them;</li> <li>➤ To consider our approach to those roles.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group discussion;</li> <li>➤ Plenary debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher similes (Appendix 2/1);</li> <li>➤ Chart presenting a possible way to approach teacher's roles and attitudes (Appendix 2/2).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ A large room so that the participants can sit down and move around;</li> <li>➤ A writing pad for each participant;</li> <li>➤ Large sheets; felt tip pens of different colors; blu-tack.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. Participants are asked to walk around the room and look through teacher similes that are blu-tacked on the walls. They choose the ones they can identify with and take them. They are asked</li> </ul>	

<p>to sit together in groups with people who have chosen the same or related similes. They should tell the others why they identify with the chosen simile;</p> <ul style="list-style-type: none"> <li>➤ 2. In their groups, participants are asked to compare their teacher similes and find similarities and differences between the teacher attitudes and their respective similes;</li> <li>➤ 3. The same groups are asked to identify the main characteristics of their similes with the help of the criteria provided on the chart (the teacher’s main focus, who sets the rules?, degree of control over students, and so on). (Appendix 2/2);</li> <li>➤ 4. The groups are asked to brainstorm about how the characteristics of the different teacher attitudes might contribute to a safe and assertive atmosphere in the classroom. They are asked to put together a poster presentation about it;</li> <li>➤ 5. The posters are blu-tacked on the walls and participants are asked to walk around and ask questions about the other groups’ posters and tell about their own;</li> <li>➤ 6. Participants sit in a big circle and reflect on the activity and whether they have learned anything new or see anything differently.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The trainer must be attentive to the fact that teachers might tend to select the same similes. In that case, they can, for instance, follow participants with whom they have already engaged in an interesting conversation.</li> <li>➤ On the other hand, some people might choose a simile that is completely different – in this case they can sit together with someone whose simile is in sharp contrast with theirs.</li> <li>➤ At step 4, return to the sentence that tolerance must be modeled by tolerance and so on.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ This activity is especially useful because people are supposed to think in images and symbols; this does not only make it easier to consider one’s professional values, but makes it more difficult to be dishonest with oneself as well.</li> </ul>	

## Session 2

### Activity 1 Counting up to...



10 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To tune participants into the topic of group dynamics</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To observe how effective the activities are that aim to prepare students to listen to, to watch each other and to cooperate.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Playing a game</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Szesztay Margit: Az én csoportom (activity described in this publication).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ A large room so that the participants can stand in a big circle</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Participants are asked to sit or stand in a circle. They are expected to count up to the number of the members of the group.</li> <li>➢ 2. The rules : <ul style="list-style-type: none"> <li>a) Anyone can start counting</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>b) A person sitting next to the member, who has just called out a number, cannot go on with the counting;</li> <li>c) Only one person can say a number at the same time</li> <li>d) Everyone has to say a number</li> <li>e) During the activity nobody should talk, so that the numbers can be heard</li> <li>f) If anyone breaks a rule (2 people say a number at the same time or a person sitting; next to the member who has called out the previous number speaks, etc.), the group has to start counting again, beginning with 1.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The instructions must be brief and simple and there should not be any misunderstandings about the rules ;</li> <li>➤ This is a brilliant warm up activity. At the beginning of session 2 it brings participants back to the topic emotionally and creates mutual trust among the participants.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ It is possible to start a reflection on this activity, answering the questions: How did I feel? What have I noticed? I have to remark...</li> </ul>	

## Activity 2 Insight into Group Dynamics



35 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To understand the idea behind group dynamics, its components and factors that might have an impact on it.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To become aware of the importance of group dynamics ;</li> <li>➤ To specify its main components and observe that group atmosphere is in constant change.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group discussions ;</li> <li>➤ Plenary debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Participants' notes on previous session (teacher similes, teacher roles);</li> <li>➤ Participants' own descriptions of the features of a group with a safe and encouraging learning environment;</li> <li>➤ Some possible problems in the classroom – task sheet (Appendix 3).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ A large room so that the participants can sit, stand in a big circle and move around;</li> <li>➤ A writing pad for each participant;</li> <li>➤ Large sheets of wrapping paper, thick felt tip pens, blu-tack.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. Participants sit in a big circle and are asked to discuss how they would define the term group</li> </ul>	

<p>dynamics (group atmosphere in constant change) and what aspects they think it has;</p> <ul style="list-style-type: none"> <li>➤ 2. Participants are asked to work in pairs. They are asked to put together a list of possible problems that may come up in the classroom; when there is something wrong with the students' ability to take responsibility for their own studies and their group mates' development, their willingness to cooperate, etc. (Their starting point could be a list of some possible problems - Appendix 3)</li> <li>➤ 3. Each pair should find another pair and in groups of four they should look at lists of problems of other groups and find out what might be wrong with the group dynamics in each case.</li> <li>➤ 4. The whole class should recall their ideas about teacher roles, group atmosphere, changing perspectives and safe learning environment – everything they looked at in the previous session - to be able to contrast the problems with the theory of the ideal situation.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Provide the list of possible problems (Appendix 3). It will help the trainees to deal with the topic from a completely practical aspect;</li> <li>➤ Do not let participants start complaining; listen to them carefully but always remind them that the purpose of the workshop is to find ways how they can deal with situations of intolerance and lack of respect and trust.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Reflect on the following question: How the group dynamics cope with worldviews and world knowledge?</li> </ul>	

### Activity 3 Promoting cooperation among students



45 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To understand the importance of a safe and encouraging atmosphere, in order to enable students to cooperate and help one another in the classroom</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To learn about some activities that might help to get information about the groups ;</li> <li>➢ To develop mutual understanding and to facilitate group dynamics.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Pair work</li> <li>➢ Group work</li> <li>➢ Plenary work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Szesztay Margit: <i>Az én csoportom</i> (activities slightly changed and developed further) ;</li> <li>➢ Sheets and felt tip pens, Blu-tack.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Enough room to move around the chairs.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Drawing together : Participants are split up in pairs and are asked to draw together - pairs are expected to hold the pen or pencil together and draw. At first, they should be asked to draw a house, then a tree next to the house, a dog under the tree and finally something else they want to</li> </ul>	

add. When they finish, the pictures are Blu-tacked on the wall, and the pairs are asked to tell about the last thing they have drawn; they explain how they decided what to draw and how they managed to actually draw it. Then the partners should agree about to what percentage each of them has participated in the work. Who was the leader and who followed?

- 2. Feedback on how they felt and what they experienced during the activity.
- 3. You can sit down, if...
  - a) Participants are asked to stand up. They can only sit down if...
    - they like spinach
    - they have had a decent breakfast
    - they eat 5 or more servings of fruit and vegetables a day
    - etc.
  - b) Now participants are asked to stand up again and are told that they must try to perform an alternate version of the previous activity. The trainers should arrange the 'conditions'. The participants need to stand facing each other and ask their peers: You can sit down if
    - you tell us what you've had for breakfast today
    - you tell us whether X has had a healthy breakfast today and why
    - you tell us what we should do to be able to follow one of the pieces of advice you've heard (...)
  - c) The second turn requires a little bit of improvisational skill, of course. But conditions prepared in advance might be used
- 4. Feedback about the two variations and about additional ideas on what other variations might be possible and how they tend to alter the purpose of the activity;
- 5. Form a line according to...
  - Participants are asked to stand up and stand in a line according to their birthdays: The first person being the one who has their birthday the earliest in the year and the last one who has it the latest;
  - This can be varied by giving different tasks; e.g. participants are to line up according to their first names' initials, the numbers of their cousins, the number of the buildings they live in, the distance

<p>of their homes from school, and so on;</p> <ul style="list-style-type: none"> <li>- Standing there, they are also asked to find some other connection with their right and left neighbors alike (e.g.: they are both fond of Irish pub songs and so on);</li> </ul> <p>➤ 6. Participants give feedback about how they felt.</p>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The trainers have their instructions prepared. Step 3 requires careful preparation and the ability to pay close attention to people. If the teachers are not active enough – for some reason –, trainers should not panic and just start the next game. Teachers love playing and they are also very creative in making up variations and finding ways how to use these activities really successfully.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Participants can be invited to reflect upon the aim and the benefits of this activity, considering their classes dynamic and students’ heterogeneity.</li> </ul>	

## Session 3

### Activity 1 Shifting perspectives with the help of photos



15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To show participants a different way of preparing students to change their perspectives and to see things from a different point of view.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To show the importance of using activities like that on a regular basis in the classroom.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work;</li> <li>➢ Plenary debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Szesztay Margit: Az én csoportom (activity described in this publication);</li> <li>➢ Free photos from the Internet.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Laptop, projector, large screen;</li> <li>➢ Photos on laptop (Appendix 4/1);</li> <li>➢ Photos printed.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Participants are shown the first photo (Photo 1, Appendix 4/1) and are expected to reflect on it: what is strange and how could we make sense of it?</li> </ul>	

<ul style="list-style-type: none"> <li>➤ 2. The next photo reveals the clue: we should change perspectives (Photo 2, Appendix 4/1). The trainer should refer back to the next step when preparing their students to be able to develop otherness and to be respectful and tolerant with other worldviews;</li> <li>➤ 3. Participants are asked to form groups of 4-5 people. Each group gets a different photo of which a part cannot be seen. The members of the groups should make guess what the covered part might depict. (Alternatively, if the photos are not available in printed form, participants should make guess together or in groups looking at the photos on the screen.);</li> <li>➤ 4. Participants get the second version of the photos with their previously covered parts revealed. Now they should come up with a short story of what might have happened to the characters in the pictures;</li> <li>➤ 5. Participants are expected to discuss in their groups how they could use the activity with their students to make them aware of the importance of changing views and perspectives every now and then.</li> </ul>	
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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Tell the participants that they have to be really careful with this activity; it is very easy to find photos on the internet that might hurt somebody’s feelings (especially because you want to cover parts of them at first), even if you think they are completely harmless! So they really have to pilot each photo they want to use with a couple of other people in advance.</li> </ul>	
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<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ After the first time the covered part has been revealed, everyone will expect something unexpected. This makes the activity even more enjoyable. People become more and more creative after each photo!</li> </ul>	
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## Activity 2 Using group dynamics activities in the classroom



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To understand how activities which develop group dynamics might help in our everyday work;</li> <li>➢ To see how these activities might help to create an encouraging atmosphere in the classroom.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To try to find ways of influencing the group atmosphere in a positive way or make the most of it;</li> <li>➢ To see the connection between group dynamics and the level of cooperation, the number of interactions and the efficiency of work.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work;</li> <li>➢ Plenary debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Problems in the Classroom (group dynamics problem cases – based on Jill Hadfield’s list about characteristics of good and bad groups) (Appendix 4/1).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Enough room and chairs for participants to move around.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Participants, in pairs, are expected to look through the lists of possible problems in the classroom and to brainstorm about how the activities they played might help to deal with them;</li> <li>➢ 2. Then the pairs are asked to form small groups of 4-5 people. Each group gets a description of a</li> </ul>	

<p>problematic group (Appendix 4/2) and they are expected to figure out how they could use the activities they have just tried out and what other steps they should take to deal with the problems of the given group;</p> <ul style="list-style-type: none"><li>➤ 3. Spokespersons of the groups share their ideas with the other groups. Each participant is supposed to contribute to the joint discussion.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ All situations will be more or less familiar to the participants. Do not let them spend too much time telling their own stories – try to encourage them to concentrate on the solution – not on the problem.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ The discussion as a whole group is the most exciting part of this activity. Let participants have a lively conversation if they want – you can even spend a little bit more time on it than planned.</li></ul>	

### Activity 3 Improvisational role-play



15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To tune the participants into the topic of changing perspectives.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To show participants how effective games might be to enable our students to see things in a different way.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Game.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Szesztay Margit: <i>Az én csoportom</i> (activities slightly changed and developed further)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Paper slips with sentences to start conversations (Appendix 4/3);</li> <li>➢ Enough room for participants to mingle.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. The participants are asked to put themselves into the role they are told to play according to the sentences delivered. Then, one of the participants should answer the question: “I’ve heard you’ve just won a long-distance running race. Where was it?” Then the trainer goes on asking a couple more of questions.</li> <li>➢ 2. The activity is repeated several times with different students. Then they are asked to sit in pairs, and each of them is provided with a sentence they should start with. (Appendix 4/3).</li> </ul>	

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<p>➤ 3. Participants are supposed to give feedback on the activity: What role did they play? How did they managed to do it? How did they feel about it?</p>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <p>➤ It is important to tell the person to whom the trainer wants to show the activity about the plan in advance; otherwise they might be shocked and that would ruin the atmosphere .Still, the trainer should not tell them any details.</p>	
<p>▶ <b>Debriefing/reflecting:</b></p> <p>➤ This is a very good activity for warming up; it brings the participants together and it is a good introduction either to the topic of changing perspectives or the cooperative work the participants must to carry out together.</p>	

## Activity 4 Changing perspectives



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To experience how important it is sometimes to change our perspectives in order to cope with conflicts or problems in and outside the classroom.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To understand why it is important to train our students to be able to see other people and situations from a different point of view;</li> <li>➤ To find ways and develop different activities to be able to do so.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work;</li> <li>➤ Group work;</li> <li>➤ Reporting on mutual work.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Sentences to start with and two sentences to twist improvisation (step 2) (Appendix 4/4)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Enough room and chairs to move around;</li> <li>➤ A writing pad to each participant.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. Participants are asked to spend a few minutes remembering moments of their teaching career when being able to be empathetic actually helped;</li> <li>➤ 2. They are asked to share their experiences in groups of 5-6. They should also discuss who or</li> </ul>	

<p>what helped them to see things from a different point of view;</p> <ul style="list-style-type: none"> <li>➤ 3. Participants are divided into groups of three. Two members of each group will role-play a situation as follows: One gets a starting sentence that creates a situation and the roles. They are expected to improvise a dialogue. The third member of the group is the outsider. They provide slips of paper with sentences for the other two members 2 or 3 times during their improvisation. These sentences might require a shift in the improvising people's point of view. The third member also acts as an observer who will later report on how many times the characters had to change their perspectives and how they coped with the situation.</li> <li>➤ 4. Observers share their findings with the whole group concentrating on the processes and the tactics used. They should avoid judgment.</li> <li>➤ 5. The whole class discusses the activity and gives feedbacks about it.</li> </ul>	
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<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The trainer must be prepared to give instructions in a simple way. It is a good idea to go around and check whether each participant has understood their task. If they have, they will enjoy the activity a lot.</li> <li>➤ The observers must be told precisely what they are expected to do; they are not only supposed to provide slips of paper, but they have to listen to the other two people carefully to understand when it is ideal to provide the next slip. At the end they are also supposed to tell the others what they experienced during the role-play activity.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Almost all observers found the twists challenging and reported that the participants had to shift their points of view. However, one observer said that there had been no reasons to change perspectives, and there was no need for real shift. Participants can discuss this.</li> </ul>	

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## References

- Duncan Foord: The Developing Teacher – Delta Teacher Development Series, Delta Publishing 2009
- Religious Diversity and Intercultural Education: A reference book for schools (edited by: John Keast) – Council of Europe Publishing 2007
- Margit Szesztay, Rod Bolitho and Meg Einhorn: Group Facilitation in Language Teacher Education – Council of Europe Publishing 2009
- Szesztay Margit: Az én csoportom OPKM-ECML Magyarországi Kontaktpont 2009
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## Appendix 1/1:

1. A worldview is
  - the way that someone sees and understands world events,
  - a cognitive orientation,
  - encompassing one's natural philosophy, values and ethics,
  - strongly determined by emotions.

World knowledge is made up by everything you have inquired, learnt and experienced about the world. It is in constant change.

2. Our world has become a place where different nationalities, cultures, religions, people with different worldviews and world knowledge have been forced or have chosen to live together; it has happened to them.
3. Recent social tendencies and quite a few conflicts and other affairs show that we do not seem to be mentally and emotionally ready to experience and to accept otherness in our immediate neighbourhood and on a daily basis.
4. People are not born with the ability to be tolerant and with the ability to respect each other. These have to be taught.
5. The ability of being open towards otherness and able to understand, accept and appreciate the huge diversity of world views cannot only be acquired through mental processes and operations. This ability is strongly determined by emotional factors.

It is inevitable to start this kind of education at a very early age and on a daily basis.

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## Appendix 2/1: Teacher Similes

- Teachers are like navigators. It's not them who make the ship move, but they tell how far, how fast and in which direction it has to proceed.
  - Teachers are like good politicians. For the benefit of the whole society, they are even ready to make highly unpopular decisions sometimes.
  - Teachers are like sherpas. They help you in every way to reach the peak, they even carry part of your heavy equipment, but it's you, who has to climb to the top.
  - Teachers are like shop assistants in a book shop. You choose what kind of books you want to read, which ones and how many of them. They provide the books.
  - Teachers are your mates in a huge board game. Only that it's them who read out the set of rules, and you choose whether you take part in the game or just sit there and watch the others playing.
  - Teachers are like actors. They invest their whole body in the performance: their gestures, their mimes, their ideas, their beliefs, their creativity. Their success is highly determined by the authenticity of their performance.
  - Teachers act like the lawyer of the defence. They explicitly try to help you to do better, support you against the judge and the prosecuting attorney when it comes to the "trial" of testing and grading.
  - Teachers are like tourist guides. If you follow them, they show you around and share their knowledge with you about everything they know.
  - Teachers are like nice grandmas. They help you with everything. When in trouble, you can always find them and lean on them at any time.
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- Teachers act like dictators with generous aims. They cannot consider individuals; they act for the benefit of the whole society. They are lonely creatures, nobody understands them and nobody dares to be honest with them.
  - Teachers are like theatre directors. They determine the basic concepts of the play but as the rehearsals advance and the group approaches the premiere they say less and less. If eventually they find themselves sitting in the back row having nothing to do the success is inevitable.
  - Teachers are like merchants with one difference: they trade their intellectual abilities. They sell us their cognitive stock day after day, year after year. It's a clear business; they don't expect thanks for it.
  - Teachers are like leaders of a group of acrobats. They design the performance, they train the members, but each member is fully responsible for themselves, for the others and for the success of the performance.
  - Teachers should act like news reporters on TV. They always have to come up with something new and interesting and are expected to do everything to attract everyone's attention in front of the big box from the very first moment till the very last.
  - Teachers are like good doctors. They make the diagnosis, they know what therapy should be used, they tell you what to do exactly, what kind of medicine to take and how much of it, and they are the ones who are totally responsible for your recovery. You have nothing to do but trust them and follow their instructions carefully.
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## Appendix 2/2:

Role:	Teacher's main focus:	Class discipline:	Degree of control over Students:	Who sets the rules:	Degree of students' contribution to learning:	Other special characteristics:

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### Appendix 3:

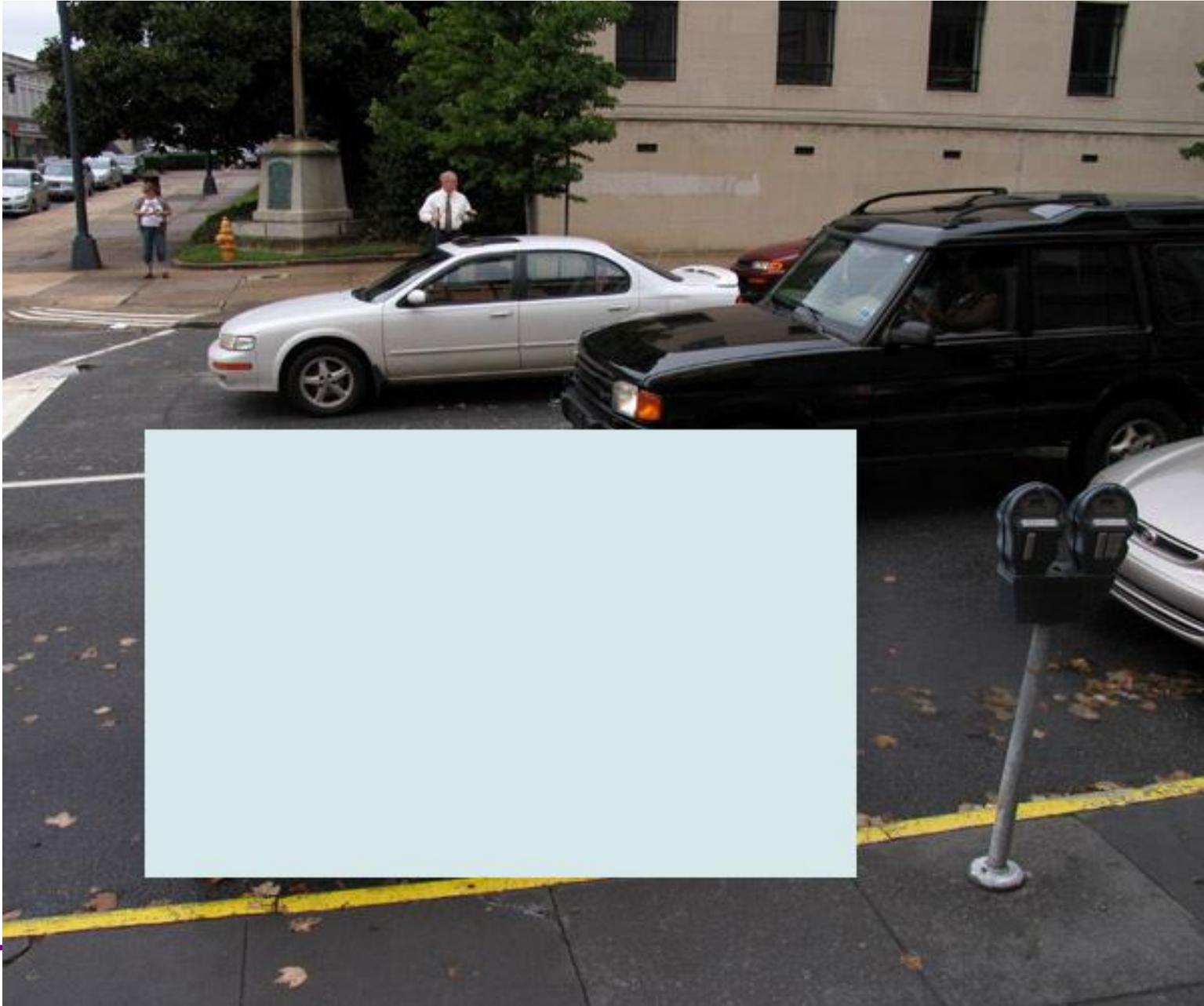
#### LIST OF SITUATIONS AND PROBLEMS THAT MIGHT INVOLVE INTOLERANCE, REJECTION OR HUMILIATION

- There are cliques in a group behaving in a hostile way towards each other.
- Some students are completely ignored and/or left out by the others.
- One or some students are bullied by other students.
- Cheating is considered as a cool thing to do.
- One or more students behave in a “teachers’ pet” way.
- One or some students have no success at all in their studies.
- Students are unwilling to cooperate in and/or outside the lessons.
- Students are victims of negative peer pressure.
- There are conflicts between a/some teacher(s) and student(s).
- A student has problems at home (divorce, death, family conflicts, financial problems, etc.)
- Group dynamics and atmosphere are bad; students are unable to get along with each other.
- The group’s attitudes among them or/and towards the teachers is far from being eligible or is unacceptable.
- Students cannot accept opinions and ideas that collide with theirs.

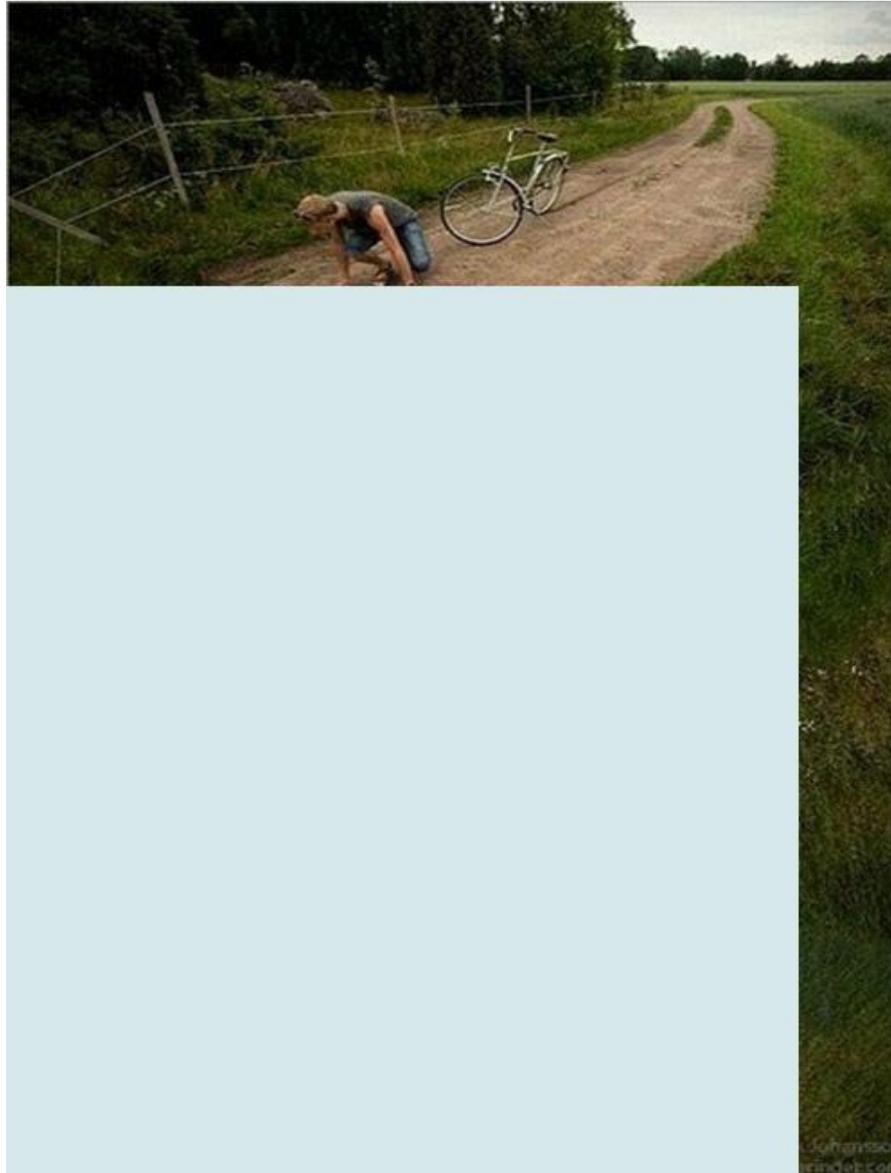
Appendix 4/1 :













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## Appendix 4/2 :

### Problems in the Classroom

(Group dynamics & problem cases – based on Jill Hadfield’s list about characteristics of good and bad groups)

#### Problem 1

There are some members in the group who dominate the language lessons. They talk too much and can’t listen to the other group members. When – not very often – a less dominating student is talking, they keep making faces, giggle whenever he make mistakes and correct them in an irritating voice. They never accept each other’s opinions and can’t discuss anything. They even refuse to work in pairs or in groups with the less dominating and more reserved students and always make everybody feel that the others prevent them from making a faster progress in their studies.

#### Problem 2

The atmosphere is always tense and full of bad “vibes” in this group. You can tell that group members trust neither each other nor their teachers. The students can’t cooperate with each other; group and pair work activities regularly end up in an absolute catastrophe. The members of the group are not open to the teachers’ new ideas; they refuse to try out new activities. They very rarely laugh unless at each other if somebody happens to make a silly mistake. They expect their teachers to behave in a traditional way, and keep firm discipline. They only do their job when they are under close control.

#### Problem 3

This group consists of three cliques that are apparently hostile toward each other. There are some students left out from all cliques, they are lonely, don’t have any connection with each other and nobody cares about them, even they don’t care about each other. They are often humiliated by members of this or that clique, so they almost always sit silently. Of course they don’t have any sense of achievement during the language lessons. The members of the different cliques are only willing to work

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with each other, but they can't really cooperate even within their own group. They keep competing with the other cliques to an extent that sometimes prevents the whole group carrying out effective work.

**Problem 4**

The students in this group can't carry out any work on their own. They are absolutely dependent on the teachers' instructions; they keep following them exactly and in a rigid way. These students can't make their own decisions, are not willing to take any responsibility for their own studies and always find somebody or something to blame whenever they fail to do something. They expect their teachers to dominate them, to always tell them exactly what to do. Whenever they talk, they only talk to the teacher and look at him/her exclusively. They never talk to their classmates – except when being undisciplined – and never turn to them in connection with the subject material of the lesson. When they are not treated in an authoritarian way, the group has serious discipline problems.

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### Appendix 4/3: Starting sentences to role play improvisation

- I've just heard that your novel was published last month. What is it about?
  - The other day I saw you going around the city driving an enormous Lamborghini. How did you get the money to buy one?
  - Are you really invited to Prince William and Kate Middleton's wedding ceremony? What are you going to wear?
  - Congratulations! You've won a very precious award for working a lot for achieving peace all around the world. What does your work involve?
  - That's great! I've heard that you've got an advanced language certificate in both Chinese and Japanese languages. Which one was more difficult to study?
  - That's brilliant! You've finally returned from your sailing trip! Have you really sailed around the world on your own?
  - Oh, you've been accepted at the most famous university of medical sciences the world. Are you really going to study brain surgery there?
  - Listen! Are you really going to spend all the hundreds of millions you've won in the lottery on charity? To whom are you giving it exactly?
  - Is it really true that Bill Gates hired you to help him write his autobiography? How did he get to know you?
  - Congratulations! Your concert at Carnegie Hall was an enormous success. What exactly are your plans?
  - So you're changing your career and going to be an artist. What are your plans exactly?
  - Great news! You became world champion in professional boxing. I didn't know you had a boxing career!
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## Appendix 4/4: Twist improvisation

### Situation 1

You are a teacher sitting face to face with a parent at a parents' meeting. You've had some problems with his child recently. Start a conversation with the sentence below. Your partner is going to get some sentences during the conversation and he/she is expected to build it in the dialogue.

#### **Starting sentence (teacher):**

Thank you for coming. I'd like to talk about a problem we've had with Peter recently. Unfortunately he has been caught cheating in tests red-handed several times.

#### **Parent's sentence 1:**

We've had problems at home. My husband and I got divorced and Peter's twin brother moved in with their father.

#### **Parent's sentence 2:**

Anyway, I think the teachers in this school make a big fuss about nothing. I think it's normal for students to cheat in tests. It's part of the "game" between teachers and students.

#### **Parent's sentence 3:**

You know, I'd like to cooperate but I can't do much. I have to work from very early in the morning until late at night to make ends meet. I've got Peter to support, three smaller children and my old parents are seriously ill, too.

### Situation 2

You are a head master of a school sitting face to face with one of your students. She has done something unpleasant recently. Start a conversation with the sentence below. Your partner is going to get some sentences during the conversation and he/she is expected to include it in the dialogue.

**Starting sentence (teacher):**

Katinka, I've just heard that you behaved in a very unpleasant way during your class trip. When the ticket inspector on the train asked for your ticket, you reacted in a very nasty way and told her rude words.

**Student's sentence 1:**

Anyway, the ticket inspector was a terrible woman. She was ugly, she smelled disgusting, and she told us not to put our feet on the seats.

**Student's sentence 2:**

At first I tried to tell her politely that our teacher had our tickets and was sitting in the next compartment, but she at once started to shout at me and she even pushed me!

**Student's sentence 3:**

You know my father is a lawyer and we're going to take this woman to Court.

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## Appendix 5: Evaluation and assessment

### EVALUATION SHEET

#### At the beginning of the first session:

Based on the title, subtitles, topic of the training session you are going to take part in and that you can read below, please answer the following questions.

#### General Aim:

The aim of the present training material is to make teachers realise how essential our work is in educating the young generations so that they feel responsible for their personal and academic development, open towards otherness and live in mutual respect for people with different cultural and social background.

The material aims at showing that this highly responsible task of the teacher begins at a very early age, with tiny little details and at all stages of human intercourse.

1. How would you define “tolerance” in school context?
2. What does the word “respect” mean to you? What role might it have (and should it have) in the classroom?
3. What connection can you see between the three phrases listed under “theme”?
4. To what extent do you agree with what is described under “general aim”?
5. What do you expect to hear, experience or learn in the sessions?

#### At the end of each session:

1. What was the most important thing you have heard, experienced and/or learned during the session?
  2. Is there anything you don’t agree with?
  3. Is there anything you would do differently?
  4. What was the most surprising thing for you (if there was any)?
  5. In the light of this session, what do you expect from the next one?
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**At the end of the training unit:**

Please read through what you wrote at the very beginning of the training sessions and the answers you gave to the different questions.

1. Which questions would you answer in a different way now, at the end of the sessions?
2. To what extent did the sessions meet your expectations?
3. Was it less or more useful than what you had expected?
4. What are the 3 most important things you've learned so far?

Is there anything you see differently now compared to how you used to see it?