

Pestalozzi

Training Resources

Diversity of world views and
world knowledge in the classroom

“Challenging diverse world views about social issues”

by

Author: Marianna Fokaidou - Cyprus

Editor: Olga Ferreira

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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: Can we share our knowledge and views of the world?

Expected outcome

- ➔ To help teachers reflect on their own values and attitudes towards various social situations.
- ➔ To stress the importance of acceptance of, tolerance and respect towards the diversity of world views in the classroom.
- ➔ To broaden knowledge, develop attitudes, skills and strategies needed to manage issues of diversity in school life and deal with stereotypes.

Target group

Type of training	School level / age	Subject area
In-service training	All levels	All areas

Brief description of the unit

Participants' attitudes towards various social situations and sensitive issues are analysed, and the group is challenged to reflect on their own views and to develop tolerance and understanding

Methods/techniques used

- Pair work
- Group work
- Whole class discussion based on case studies
- Role-play

Time 1h40

Preparatory activity	▶ 20 minutes
Activity 1	▶ 40 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 40 minutes

Tips for trainers:

Trainers must be ready to confront and discuss diverse world views about sensitive issues and try to be neutral but also helpful in order to lead participants to a reflection on their own views. It is important that the group is not too large in order to facilitate the involvement of each participant, as well as the interaction between the members of the group.

A **Preparatory Activity** - A short presentation about world views should be prepared, followed by discussion (20 min).

Resources

- Stories presented by the media
- The diagram, identity presentations, identity template and case studies in the Appendices
- Blank posters, colour markers and tape

Activity 1 Do we have something in common?



40 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➢ To help teachers reflect on their own values and attitudes towards various social situations. ➢ To stress the importance of acceptance, tolerance and respect towards the diversity of world views in the classroom. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To give teachers the chance to express their individual world views and diverse identities; ➢ To help participants become aware of the existence of different world views, which need to be respected and not criticised. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Role-play 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Cards presenting different personalities that the participants will interpret (Appendix 1). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A large room with enough space for the role-play. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Divide the class into two groups, group A and group B, without giving any further information about the task; ➢ 2. Each participant of group A takes a card with the identity he or she has to perform (Appendix 1); ➢ 3. Give one card with an identity profile to each participant of group B to interpret. They receive the same cards as group A so that there are always two participants with the same profile. The 	

<p>participants must <u>not</u> know about that. Everyone must think that their profile is unique;</p> <ul style="list-style-type: none"> ➤ 4. After having worked individually and filled in the template (Appendix 2), each participant plays the role given; ➤ 5. Ask each person of group A in turns to take a place in the room and express him or herself for one minute according to the notes on the template, without revealing his or her identity. Everybody listens; ➤ 6. Then ask which participant of group B thinks that he or she has something in common with the personality presented. He or she will stand next to the person who played that character, forming a pair. Repeat this process with all the characters until all the participants have presented themselves; ➤ 7. Each pair or even group formed has now to reveal their identities and check if the other participants have the same identity or not; ➤ 8. Group discussion: Participants present the information given about the identities and profiles. Participants of group A explain how they understood their personality and participants of group B explain on what kind of knowledge and world views they relied on in order to take the decision to stand next to someone. At the same time they must emphasise their similarities and differences. They all discuss how the same identity was presented according to different world views. 	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Discussing afterwards about how the way they see themselves through the eyes of the other may develop skills that will help participants to deal with diverse world views and to question their own. 	
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<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How can the creative thinking needed for this activity work improve interpersonal relations between people with diverse world knowledge and world views? 	
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Activity 2 Do I think what you think?



60 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➢ To stress the importance of acceptance of, tolerance and respect towards the diversity of world views in the classroom; ➢ To broaden knowledge, develop attitudes and skills needed to manage issues of diversity in school life. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To enable teachers to express their own world views, reflect and interact on discrimination issues presented by the media; ➢ To enable teachers to develop skills to help pupils to deal with the diverse world views. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Participants will work individually, in pairs and then as a whole class. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Texts from the media that present social injustice; (Appendices 3 and 4) ➢ The interpretation diagram. (Appendix 5) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Seats for all participants, organised to facilitate pair work and plenary session presentation. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. The participants form groups of three but they will start working individually; ➢ 2. The trainer gives each participant the two stories to read but each group will work only on one story (Appendices 3 and 4); 	

<ul style="list-style-type: none"> ➤ 3. Then, the trainer asks each student to think individually of some points with which he/she agrees or disagrees. As a next step, each group discusses the story; ➤ 4. Copies of the diagram (Appendix 5) are distributed. Working in groups, the participants will try to complete the diagram presenting their thoughts and views about the situation; ➤ 5. Each group reflects and exchanges ideas, finding common and diverse opinions on the story; ➤ 6. A big interpretation diagram is posted on the board in order to facilitate the plenary discussion; ➤ 7. Each story is presented in plenary and each group presents their findings according to their diagrams. <p>(Various interpretations of reasons for social misunderstandings and problems are presented as well as some possible actions that can be taken at all levels but especially at school in order to manage these controversial issues).</p>	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer should be neutral and should not confront any views they might consider negative and opposed to the goal in mind. But they always have to keep in mind the respect for human rights in every step of the procedure; ➤ Try to observe ways in which some of the participants' views may be modified during the activity and how interaction with the others works in the whole procedure. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How does the expression of different views help us to understand the same issue in various ways? ➤ How can collaborative work be used to enhance understanding of and to confront problem situations? 	

Activity 3 Discussion of case studies



40 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➤ To stress the importance of acceptance of, tolerance and respect towards the diversity of world views in the classroom; ➤ To broaden knowledge, develop attitudes and skills needed to manage issues of diversity in school life. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To recognise the knowledge, attitudes and skills needed to manage issues of diversity in school life; ➤ To develop and practice some of the above competences. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Discussion and debate. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A set of cases to analyse (Appendix 6). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. A set of cases are presented to the participants; ➤ 2. Participants are divided into groups of four and choose one case to work on; ➤ 3. They discuss about the cases having in mind the following: <ul style="list-style-type: none"> • Effective ways of dealing with prejudices in school; • Values that may prevent conflicts caused by prejudices; • Diversity of world views as a constructive element in school life; ➤ 4. Using a blank poster and some markers, each pair presents the main ideas to the plenary. 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ The trainer should encourage participants to analyse the situations from all possible perspectives, linking and reflecting about possible different world views.➤ They should also discuss how to intervene, pondering values, attitudes and skills to promote in the classroom, and find strategies that can help to overcome the situations described.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How important are actions taken by the school unit in order to improve the relations between pupils of different backgrounds?➤ How can the diverse worldviews lead to a constructive approach in school life?	

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Appendix 1: Identities

1. You are an overweight student.
2. You are an immigrant student who does not understand the language of the host country.
3. You are a student who likes to have friends and spend time with pupils of the opposite sex. You behave sometimes the same way.
4. You are a student whose mother left the family and father is in prison. You live with your grandmother.
5. You are a student whose father is a famous football player. You are a very shy person.
6. You are a Muslim student in a school where the majority is Christian.

Appendix 2: Think and express yourself

(Always have in mind not to use words like adjectives that might reveal your personality)

Identity N__	
Write about some happy moments you had at school	
Write about some unpleasant moments, things you do not like at school	
Write about some things you would like to change or others to change	

Appendix 3: Top German Banker's Attack on Immigrants Causes a Stir

<http://www.time.com>

By [William Boston / Berlin](#) Friday, Sep. 03, 2010

Books written by bankers rarely cause much of a stir, except, perhaps, among other bankers. But a new book by Thilo Sarrazin, a director on the board of the Bundesbank, Germany's central bank, has the nation up in arms. The book has caused such furor that — barring an unexpected legal twist — it may have cost him his prestigious job.

In *Deutschland Schafft Sich Ab* (roughly translating as "Germany Is Doing Away With Itself"), published in August, Sarrazin argues against further immigration by drawing links between lower-class heritage and a lack of intelligence. He also claims that the influx of immigrants from Turkey, the Middle East and Africa is watering down German culture.

For days, critics have been raging against the comments Sarrazin has made in his book and on the publicity circuit, one of them going so far as to accuse him of echoing Nazi ideology. The former Berlin politician rejects such criticism and insists that he is not a racist. Still, the backlash has become so intense that on Thursday the Bundesbank board voted unanimously to request that German President Christian Wulff dismiss Sarrazin from the board. Wulff has already hinted that he will oblige, but Sarrazin's dismissal from the Bundesbank would be unprecedented and there could still be a legal obstacle to firing him.

In a TV interview on Sunday, Chancellor Angela Merkel called Sarrazin's comments "unacceptable." And Bundesbank President Axel Weber, a leading contender to replace Jean-Claude Trichet as head of the European Central Bank, came under pressure to oust Sarrazin for damaging the Bundesbank's reputation. Meanwhile, the leadership of the Social Democratic Party has said it will begin proceedings to revoke Sarrazin's membership, saying his comments are not compatible with the party's principles.

Rarely has a public official raised such a ruckus in the debate over immigration in Germany. And some worry that Sarrazin represents the start of a new trend: a shift toward islamophobia, long a phenomenon on the fringe, among the German elite.

"Actually, the opposite is happening," says Hajo Funke, a sociologist and expert on extremism at the Free University of Berlin. "The German elite is united in its criticism [of Sarrazin]. Sarrazin is representative of a latent Islamophobia, but one which has not been able to take shape in any political formation as we have seen in the Netherlands and Austria."

One reason for that is Germany's knee-jerk reaction against any kind of seductive, populist candidate who reminds voters of Hitler. Another, Funke says, is that although Germany was late in opening a debate about immigration, the political elite has begun to deal with the issue, recently creating, for example, a government-backed Islamic conference to bring Muslim community leaders together with German government officials to map out an effective integration strategy.

It also helps that few of Sarrazin's arguments hold water. While his complaints about the low education levels of Germany's immigrants are supported by statistics — 9.6% of immigrants, who make up 18% of the population, have no secondary-school diploma, compared with just 1.5% of Germans — experts reject his argument that innate low intelligence is the culprit. One of the main criticisms of Germany's integration policies from international organizations like the Organization for Economic Cooperation and Development is that in international comparisons, migrants in Germany tend to have the lowest level of education — a reflection, they say, of the country's failure to provide them with good schooling. "We have invested far too little in the education of the Turkish immigrants in the past and we are paying the price for it today," Hans Merkens, a sociologist at the Free University of Berlin, tells TIME. "To blame genetics for a lack of education among migrants is complete nonsense."

And even though many Germans may agree with Sarrazin that the country has kept its doors open for migrants far too long, the numbers appear to show that immigration is actually declining. In 2000, net immigration of Turks — Germany's largest minority — into the country was 10,130 people, but by 2005, the number had plunged to 1,746.

In a commentary published in the German weekly *Der Spiegel*, Reiner Klingholz, director of the Berlin Institute for Population and Development, a think tank, suggested Germany needs more, not less, immigration. The Federal Statistical Office predicts that even with steady net immigration of 150,000 to 200,000 people a year, the German population will decline by 12 million by 2050. "The average age in Germany would rise toward 60 by the year 2050, over 15% of the country's citizens would be over 80, and one-third of these would be senile. Such a society would no longer be capable of playing a role in the global economy," Klingholz wrote.

Some passages in Sarrazin's book are so polemical they are no doubt designed to intentionally provoke his countrymen: "I don't want the country of my grandchildren and great-grandchildren to be largely Muslim, or that Turkish or Arabic will be spoken in large areas, that women will wear headscarves and the daily rhythm is set by the call of the muezzin," says one. And to some commentators, the book's biggest strength is that it has raised debate — although not necessarily the right one. "Sarrazin has made it easy for his critics to evade the real issue," wrote the conservative daily *Die Welt*. "Instead of the blatant shortcomings of our policies, we are now discussing whether Sarrazin is a racist or not. What a missed opportunity."

Appendix 4: Victim of secret dorm sex tape posts Facebook goodbye, jumps to his death

ABCNEWS.com

<http://abcnews.go.com/US/victim-secret-dorm-sex-tape-commits-suicide/story?id=11758716>

A Rutgers University freshman posted a goodbye message on his [Facebook page](#) before jumping to his death after his roommate secretly filmed him during a "sexual encounter" in his dorm room and posted it live on the Internet.

Items belonging to 18-year-old [Rutgers student](#) Tyler Clementi were found by the George Washington Bridge last week, according to authorities. Clementi's freshman ID card and driver's license were in the wallet.

Clementi's post on his [Facebook page](#), dated Sept. 22 at 8:42 p.m. read, "Jumping off the gw bridge sorry."

Clementi's body has not been recovered, but police have pulled an unidentified male body from the Hudson River just north of the bridge.

Paul Mainardi, the attorney representing the Clementi family, released a statement confirming Clementi's suicide.

"Tyler was a fine young man, and a distinguished musician. The family is heartbroken beyond words. They respectfully request that they be given time to grieve their great loss and that their privacy at this painful time be respected by all," Mainardi said.

Two students, Dharun Ravi and Molly Wei, have been charged with two counts each of invasion of privacy after allegedly placing a camera in Clementi's room and livestreaming the recording online on Sept. 19, according to a written statement by New Jersey's Middlesex County Prosecutor Bruce Kaplan.

A Twitter page that appears to have been operated by Ravi but has since been taken offline shows messages in which the accused student takes credit for the alleged videotaping of Clementi.

On Sept. 19, Ravi appears to tweet, "Roommate asked for the room till midnight. I went into molly's room and turned on my webcam. I saw him making out with a dude. Yay."

Ravi faces two additional counts of invasion of privacy for allegedly attempting to use the camera to view and transmit another sexual encounter involving the same student just two days later, said Kaplan.

On Sept. 21 Ravi posted, "Anyone with iChat, I dare you to video chat me between the hours of 9:30 and 12. Yes it's happening again."

Clementi's lawyer said the family is cooperating with the ongoing criminal investigation into Ravi and Wei's alleged actions.

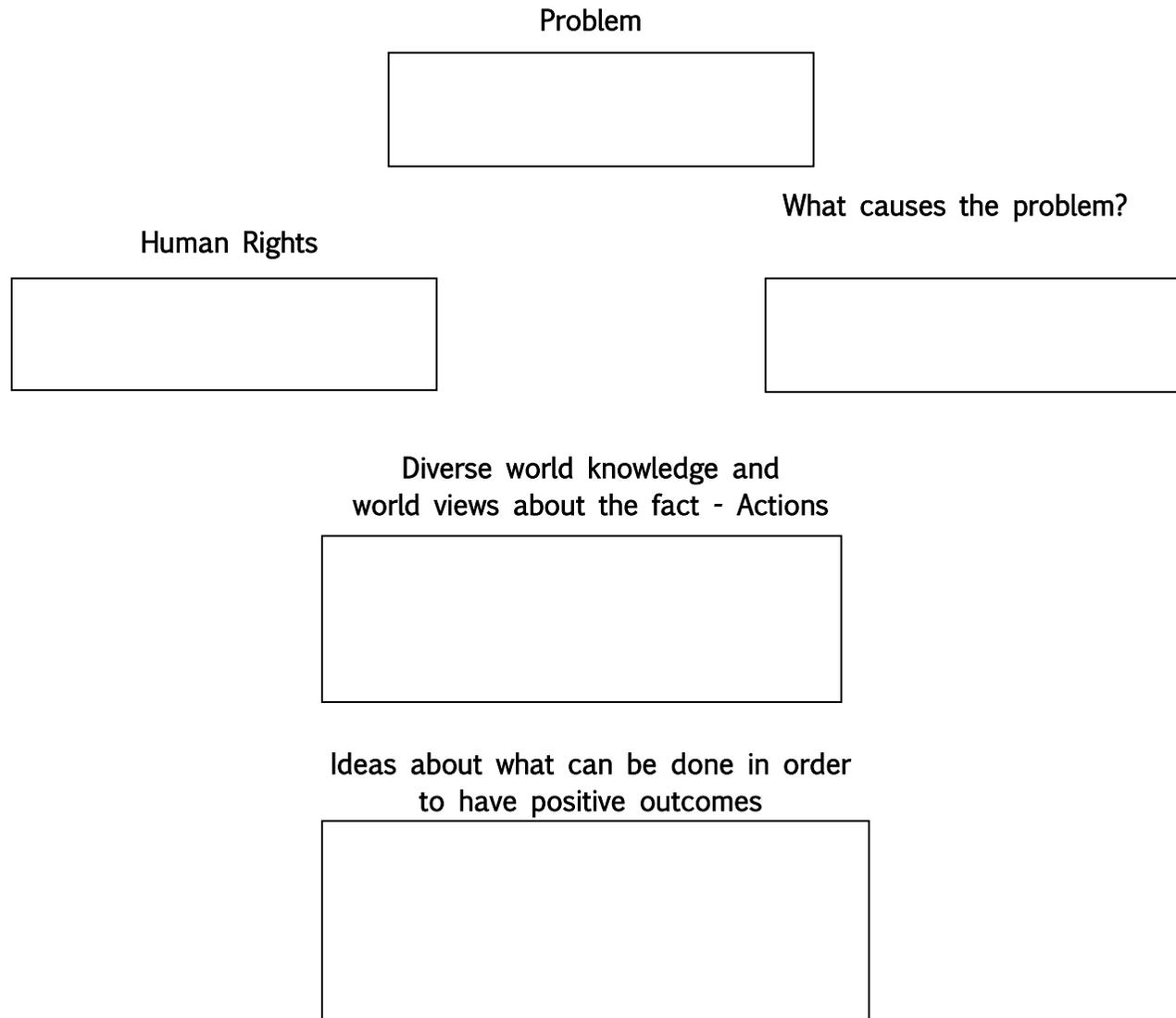
"The case is being investigated by the Rutgers University Police Department. The students -- like all who are accused of a crime -- must be presumed innocent until proven guilty," said Rutgers President Richard L. McCormick in a statement. "The case is also being investigated by the Office of the Vice President for Student Affairs under the code of student conduct."

"Rutgers is a community that is extraordinarily proud of its diversity and the respect its members have for one another."

A Facebook memorial group created in honor of Clementi already has hundreds of members, many of whom are fellow graduates of Ridgewood High School in New Jersey. Clementi had graduated Ridgewood this past spring.

ABCNEWS.com

Appendix 5:



Appendix 6: Cases for discussion

1. J. is a twelve year boy. While playing football with his classmates in the school yard, he is hit in the eye. To everyone's surprise, he starts to cry. The other boys then start to tease him and laugh. Since that day he has lost respect from his friends.
2. Some pupils from another country ask M. to join their group to do a geography project. She thinks the project result will not be good because of the language problems these pupils might have, so she finds an excuse and declines to participate.
3. In S.'s class there is a boy who comes from a foreign country. He always brings very strange food from home to eat during the break. One day they disagree about a game they were playing at the school yard, S. is very upset so a girl L. says loudly bad things about the boy's food.
4. D. wants to play basketball with some friends. He has to form a team but he is very anxious because his best friend A. is not very strong and doesn't play basketball very well. D. is in a dilemma. He doesn't want to hurt his friend's feelings, but he wants to have a strong team so they will have a chance to win the game.