



Pestalozzi

Training Resources

Diversity of world views and world
knowledge in the classroom
“The Future Puzzle”

by

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Editor: Olga Ferreira



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Theme: World views shaping children's future connected to the purpose of their lives

Expected outcome

- To raise awareness of teachers' responsibility to support students in their identity building process;
- To link world views with values and these with personal assumptions;
- To stimulate self-reflection and help reflect on teachers' main goals as educators.

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Any	Any subject because this is a transversal matter

Brief description of the unit

The diversity of world views and values has an impact on students' future plans, visions and potentials. Students are in the process of discovering their interconnectedness with peers, with different groups, with their environment and with the global society, and they have also to find out about their own responsibilities in this process.

Therefore, it is essential for teachers to reflect on their premises regarding these issues and to be aware of the role they play in supporting students in their identity-building process within a society shaped by diverse world views. Furthermore, this training material aims at sensitising teachers to realise that their assumptions and consequential guidance relates to their own world view and purpose of life. It also aims to inspire them to reflect on their main goals as teachers, on their capability to promote their students and on their responsibility to contribute to a more equitable school system.

The preparatory activity gives an introduction to the topic focusing on teachers' role as educators; Activity 1 aims at sensitising teachers to different ways of life related to different values. In activity 2 they step into their students' shoes and create their vision of life accordingly. Activity 3 shall encourage teachers – still in the role of young persons – to bring their concepts of future from the

inside out and express them through symbols. Finally, in activity 4, participants shall draw conclusions and connect new perceptions to their goals as teachers.

Methods/techniques used

- Individual reflection
- Discussion in plenary and in small groups
- Role play
- Focus group

Time 5h45

Preparatory activity	▶ 90 minutes
Activity 1	▶ 45 minutes
Activity 2	▶ 75 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 75 minutes

Tips for trainers:

Inform participants of the **Pre-tasks**:

- Participants are invited to bring personal photos, texts or any images, publicity, etc., that are connected to their lives or express/picture what is meaningful for them (preparatory activity);
- Participants are invited to bring an item that expresses something meaningful for them (see activity 3).

Deliberate your own approach to the topic and be aware of its complexity.

Have the issue of stereotyping in mind, raise it, and stimulate reflection and discussion!

Keep in mind that the estimated time for the activities depends on the group size.

Resources

PowerPoint Presentation ¹	Appendix 1
Support sheets	Appendix 2
“Different ways of life” ²	Appendix 3
Role stories	Appendix 4
“My typical day” ³	Appendix 5
Transliteration of the videos	Appendix 6
Videos http://www.youtube.com/watch?v=_tjYoKCBYag&feature=related and http://www.youtube.com/watch?v=ZUoYAj7Nosg	

¹ Resource from Susana Gonçalves

² Resource from EDC/HRE Volume VI

³ Resource adapted from Angelos Vallianatos

Preparatory Activity What are world views – how do they concern me as a teacher/trainer?
 What do different world views have to do with the future of young people?
 In how far are young persons’ visions of the future interconnected and related to a general sense of common responsibility?



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To introduce participants to the topic. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To sensitise teachers/trainers to the world view construct and their role as educators; ➢ To provoke them with alternative views on education; ➢ Stimulate them to think about possibilities beyond the typical and the cliché concerning the future. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Presentation, discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 1⁴; ➢ Video http://www.youtube.com/watch?v=_tjYoKCBYag&feature=related; ➢ A transliteration of the text could be handed out to participants. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Laptop and beamer. 	

⁴ See PPT Presentation of Susana Gonçalves, “Diversity of world views” Module A.

► **Instructions/procedure:**

- 1. Short PowerPoint presentation of the Diversity of world views topic with a special focus on the educator's role (Appendix 1) (15 min);
- 2. Screening of the film (5 min);
- 3. Describe your own path: how did you become the person you are now? (30 min);
- 4. Design your poster in a creative way – e.g. create a collage of photos, pictures, texts, paint, write, etc.;
- 5. Focal points :
 - Important decisions.
 - Important persons who played a role in your life.
 - Any obstacles?
 - Can you remember your dreams and visions when you were the age your students are now?
- 6. Discussion in groups, (Appendix 2) slide 1 (30 min);
 - What are my aims as a teacher?
 - In how far do my own life story and my personal values shape my way of teaching?
 - Do I know about my students' values? Do I have an idea about their world views? What information are these assumptions related to?
 - How do I respond to these values and world views of my students?
 - How can I sensitise my students to their responsibilities regarding a common future of the global community?

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

- The PowerPoint presentation could be segmented into smaller units and be taken up between the following activities;
- Be well prepared to discuss the link between world views and the children's future.

► **Debriefing/reflecting:**

- Questions, comments (10 min).

Activity 1 Philosophy of life⁵

45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To open participants' minds to different ways of life. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To experience the connection between values and different ways of life; ➢ To promote self-reflection – what is my way of life, and to which values is it connected? ➢ To open the whole training unit towards other aspects than career. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual reflection; ➢ Group discussion; ➢ Short interaction for debriefing. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ “Different ways of life” document⁶ (Appendix 3). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Copies of Appendix 3 for every participant (or beam it on the wall). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Participants quickly assess each “way of life” with the following scale (Appendix 2, slide 2): 6 – I like it very much 	

⁵ Activity adapted from “Teaching Democracy”, Rolf Gollob and Peter Krapf (editors), EDC/HRE Volume VI, CoE 2008, p. 23-24

⁶ Idem, p. 24

<p>5 – I like it 4 – I quite like it 3 – I neither like nor dislike it 2 – I do not like it 1 – I do not like it at all</p> <ul style="list-style-type: none"> ➤ 2. Participants reflect on the question which of the suggested “ways of life” would match; ➤ 3. Then they discuss two (or more) examples in smaller groups (according to the number of participants, three persons or more); ➤ 4. In a second step, participants write a description of their ideal way of life individually – no matter whether they live it or not. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ To avoid troubles supporting the participants during the activities. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Comments - any new insights? ➤ General dialogue about values and aims important for a teacher. 	

Activity 2 Stepping into young person’s shoes



75 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To create empathy for young persons, raise awareness of their quest for the purpose of life and reflect on their possible visions about their future. <p>▶ Specific aims⁷:</p> <ul style="list-style-type: none"> ➢ To become aware of the impact of a teacher’s (and other figures of reference) world view on his or her perception of individuals and their life vision; ➢ To break up possible rigid perspectives on the future of students; ➢ To become aware of the force of stereotypes. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Role play; ➢ Discussion. 	

⁷ Background information for facilitators and proposals for reflection:

All the characters behind the role cards are real persons who the author of this training unit has either met or known. The short versions contain information she has “realised” at first glance or found out during a first conversation. The detailed versions contain some more background information. Whether we know a person well or not – we create certain ideas about him/her, maybe also about his/her future.

Whether you as a trainer use variant 1 or 2, either way the participants are able to and will create an idea/a vision of someone else’s life based on very scarce information. Two participants will independently from each other invent a story about the same character – probably you will experience that the two stories are similar in some cases. Why? What is it that makes us imagine someone else’s life story? What further information is it based on – where does this originate from?

Could stereotypes be a reason for this phenomenon? In how far are stereotypes a factor in a teacher’s work? Where do they come from? How should we face them and deal with them? Are they helpful or an obstacle?

<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Role cards describing students by a bit of information on background and on some aspects of their identity. (Appendix 4). 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Paper and pens. 	
<p>► Instructions/procedure: Option 1 (shorter : 45 minutes)</p> <ul style="list-style-type: none"> ➤ 1. The trainer will hand out the role cards (detailed version) to the participants. According to the size of the group, at least two persons get the same role without them knowing it (participants think that everybody has a different role); ➤ 2. Participants close their eyes and try to empathise with their character imagining a typical day in his or her life. The trainer walks the participants through a virtual day in their new roles. (Instructions see Appendix 5) – 10 minutes; ➤ 3. Out of their role, participants envision a story of their future having in mind the following key questions, Appendix 2, slide 3 (write keywords down on paper) – 15 min <ul style="list-style-type: none"> ○ Are you someone who follows his/her parents' role model? ○ Another role model (which one)? ○ What do your peers have to do with your future? ○ Do you create any unconventional plans? ○ What information/knowledge/experience do you have about what your future could be like? ○ Have you questioned and adapted this information to your personal visions? ○ Are there any groups you will feel connected to? Are there any aims you will have as a member of society? ➤ 4. Participants with same roles get together. They exchange their experiences during the virtual day (step 1) and their future stories (step 2) (20 min). 	
<p>► Tips to trainers/anticipated difficulties: Alternative, option 2</p> <ul style="list-style-type: none"> ➤ The trainer hands out the role cards (short version) to the participants; 	

<ul style="list-style-type: none"> ➤ Step 1 and 2 see above; ➤ The trainer will hand out the more detailed versions of the role cards so that the participants get more information about the same role; ➤ Participants with same roles get together. They exchange their experiences during the virtual day (step 1) and their future stories (step 2) and discuss any differences between their experiences with the short and the detailed version. <p>Make it clear that the role cards (whether short or detailed version) only reveal <i>some</i> aspects of the student’s identity. There is very much behind this information. Encourage teachers to be creative with their future plan and really try to think from their role. It is important that they speak from first person and in future tense “I will...” - not third person, not past tense!</p> <p>Step 1 helps participants to step into their new role. Encourage them to connect using their imagination.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What challenges did you face when stepping into someone else’s shoes? ➤ What have you learnt about the student – how does this relate to you? ➤ How is it possible to envision someone’s future life based on scarce information? Is this “legitimate”? 	

Activity 3 The Future Puzzle



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To turn world views from the inside out and become aware of them. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To express visions of the future through symbols – make them concrete. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Focus group. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A box with different items from everyday life, special contexts, nature, or others. (E.g. stone, shell, toys, souvenirs, key, cup, mirror, figurines...). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Put the items on a table. Participants are invited to add their items (see pre-task). Build a circle with chairs. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Participants are still in their role (see Activity 2). Each participant chooses two items (Appendix 2, slide 4): One item symbolises the vision for his/her future. Another item symbolises a personal competence/skill that helps him/her to implement this vision. Participants are free to either choose their or another item or even to choose a symbol/an item that is not on the table and describe it to the group. ➢ 2. One by one, participants explain what items they have chosen and why. After revealing the vision 	

<p>of “their” future and the personal competence expressed with two symbols, participants also explain what (competence, knowledge, support) they still need to realise this vision.</p>	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Encourage participants to use and interpret the symbols in a creative way rather than stick too much to one supposed possible meaning. A symbol bears a big variety of potential meanings – depending on the “user”.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Stepping out of the young persons’ shoes, participants are invited to reflect on the reasons for their assumptions concerning someone else’s future.➤ They also think about what their assumptions have to do with their personal world views In how far are those visions of future connected to any responsibility for others/society/the world etc.?	

Activity 4 What does the future puzzle have to do with me as a teacher?



75 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To connect new insights with participants' aims and potential to contribute to students' identity building processes and quest for the purpose of their life. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To change attitudes; ➢ To become aware of one's responsibilities as a teacher. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual brainstorming; ➢ Group discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Film: "The Pinky Show: Scary School Nightmare" http://www.youtube.com/watch?v=ZUoYAj7Nosg 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Paper and pens; ➢ Flipchart paper. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Watch the film first; ➢ 2. Participants are invited to first revise the whole process and then to think about their own attitudes towards students based on their own world views (Appendix 2, slide 5): Is it necessary to change certain attitudes of mine? What can I do in order to support my students in their identity building process? 	

<p>What can I contribute to broaden their mind about their life vision and purpose? What can I do to contribute so that my students feel to be part of larger groups, part of society, and part of nature? To what extent can I encourage them to become aware of their aims and responsibilities? Do I need support? – From who?</p> <ul style="list-style-type: none"> ➤ 3. Discuss the results in groups of four or five and agree on three major aims and responsibilities you face as a teacher; ➤ 4. What are possible consequential <i>educational actions</i>? ➤ 5. Each group designs a poster in a creative way featuring the results of their reflection and discussion; ➤ 6. Posters are exhibited. Participants walk around visiting the exhibition. Make sure that there is always one person per group who is responsible for presenting the poster to the visitors – take turns. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Support teachers to reflect on their own attitudes and encourage them to present a creative synthesis. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Any similarities or differences between the groups? Any polarity? ➤ Refocus on the stock of educational actions resulting from the group discussion ? what is my next step? In class/ in school/ in society? 	

Debriefing/ Evaluation and assessment

Before:

How far are students' life visions related to your job as a teacher?

Do you ever visualise your students' future? If yes, what (information, experience, fantasy, empathy, esteem, dislike...) are your assumptions based on?

Do you feel any responsibility towards your students' future? (Please explain)

Do you want to guide them into a certain direction you think is good for them? (Please explain)

Do you think our society/school provides every individual with equal chances? (Please explain)

After:

Look back on your reflection before the activity:

What have you learned?

What will this change in your way of thinking, concerning your students?

Do you think that consciousness of the diversity of world views will contribute to your students' identity building process? (Please explain)

Appendix 3: Different ways of life

1. Freedom is the most important value. The material and physical world are insignificant.
2. Intelligence, moderation, balancing of extremes, self-control, discipline and respect for traditions are most important.
3. Love and affection are most important. Unemotional intellect, egoism and craving for power are to be mistrusted. Human beings have to be useful to each others and work for the Good.
4. Enjoying life is more important than changing the world. Ethics, discipline and personal sacrifice should be refused. Sociability is as important as periods of solitude.
5. One should identify with a group. Sociability and shared pleasures are preferable to solitude, meditation and self-fulfilment.
6. Contemplation is important. The inner life of the soul is more real than an aggressive and futile outer world.
7. Challenge, action and construction, body and muscles are the focus. Comfort is to be rejected.
8. Simple pleasures are more important than complex needs. Ambition and fanaticism are to be rejected.
9. Life is about instability and adaptation. One should enjoy every single moment and not get obsessed with an idea or a model.

Appendix 4: Roles stories – Detailed versions

1

You are a fourteen year old girl having grown up in the capital. You are a cheerful and popular person. You are a good pupil. You like wearing short and tight skirts. Your mother is from Austria; your father comes from Turkey. You feel Austrian and a little bit Turkish. You speak a bit of Turkish. Your parents have not agreed on what religion you should have. Both are influencing you in your choice, therefore you are in a loyalty conflict.

2

You are a seventeen year old girl. You have grown up and live in the capital. Your mother came from Poland to marry your father. He has died when you were small. You speak Polish fluently. Your mother is your good friend. You do not care about trends. Over the years, you have acquired enough self-confidence to be the way you like to be. You consciously look at the world in a positive way, you always smile. You love to draw, paint, make movies, edit films, and write stories and scripts. You want to gain knowledge by breaking your own limits. You care about other people and want to contribute to change the world to be a more caring and fair place.

3

You are an eighteen year old male asylum seeker from the Congo. You have two mother tongues – Kitongo and Swahili – and speak French fluently. You are in the process of learning German and English. Your parents died in war when you were young. You came to the country about a year ago after your aunt had been killed. It is not granted that you will be recognised as a refugee. Still, you do everything you can to be successful in this new society. You are very interested in science. Your school diploma was not recognised in the country. So you caught up by attending a special course to have the right to enter in high school. You live in a church based home for young asylum seekers. You live from pocket money.

4

You are a sixteen year old boy, living in a small town. You are homosexual. Your class mates like you, because you are friendly, witty, and you like to laugh. You have no problems to find friends, and you get along quite well in big

groups because you communicate at ease in different languages. You are quite chaotic, and you do not like revising your lessons at home. You like to travel – new atmospheres and encounters inspire you.

5

You are a fifteen year old girl. You have some good friends, but not at school – you feel alone in your class. You reflect a lot on the meaning of life. You are very creative – you love to design clothes, for yourself and also for fictional characters you invent in your day-dreams. You like to dress up in a colourful way. Your class mates respect you, but keep aloof.

6

You are a fifteen year old boy. You are a good piano player – you mainly play on your keyboard. However, you spend the main part of your leisure time watching films and playing computer games. Sometimes your friends join you – then you connect your laptops and play together. You find school boring but you manage to get along.

Your parents are quite busy in their jobs and glad that you seem so independent.

7

You are a fifteen year old girl. You are mobbed by your class mates – mainly because you are different. It is not your strength to draw fast conclusions or give quick answers at school – you process knowledge in another way. You reflect deeply on issues you are interested in and have a good long-term memory. You are fond of animals, mainly dogs – your dog is your best friend. Your mother suffers with you when you tell her about the mobbing. The father cares about you but it is hard for him to talk about feelings.

Role stories – short versions

1

You are a fourteen year old girl. You are a cheerful and popular person. You are a good pupil. You like wearing short and tight skirts.

2

You are a seventeen year old girl. You do not care about trends. You consciously look at the world in a positive way, you always smile. You love to draw, paint, make movies, edit films, and write stories and scripts.

3

You are an eighteen year old boy from Africa. You are in the process of learning German and English. You are very interested in science.

4

You are a sixteen year old boy, living in a small town. Your class mates like you because you are friendly, witty, and you like to laugh. You are quite chaotic and you do not like to revise your lessons at home.

5

You are a fifteen year old girl. You like to dress up in a colourful way. Your class mates respect you, but keep aloof.

6

You are a fifteen year old boy. You seem quite bored at school and more interested in playing on your mobile phone.

7

You are a fifteen year old girl. You are mobbed by your class mates. You are fond of animals.

Appendix 5: A typical day in your new role⁸

Close your eyes and visualise yourself in the situations I walk you through:

- How is your house? Where is your house?
- What do you see out of the window? What do you hear?
- You get up in the morning. What do you do? Time to go to school!
- Do you walk on foot? Do you ride your bike? Are you using public transports? Are you going alone or with other people? Who? Does someone drive you?
- You arrive at school. Your first gathering – first hour is a maths lesson. How might you feel?
- Break – how is it?
- History. Language lesson.
- Break – what do you do?
- Religion lesson. Break.
- Gym. Geography. Music.
- School is over – you are back home – what does this mean? What do you have to do? Prepare for tomorrow? Meet friends?
- It is night. You go to bed...
- Concluding, please reflect on two main questions: What is “your” near future like? What is the far future like?

⁸ Resource adapted from an activity realised by Angelos Vallianatos, Pestalozzi Seminar “School Culture(s) – Values – Identities”, October 2010 in Wels, Austria.

Appendix 6: Transliterations

The best motivation

http://www.youtube.com/watch?v=_tjYoKCBYag&feature=related

- Dismissed from drama school with a note that said she was wasting her time – she is too shy to put her best forward: **Lucille Ball** (actress, comedian)
- Turned down by the *** recording company who said they didn't like their sound and that guitar music is on the way out: **The Beatles**
- A failed farmer, soldier and real estate agent, at 38-year old he went to work for his father as a handyman: **Ulysses S. Grant** (president of the United States 1869 - 1877)
- Cut from the high school basketball team, he went home and locked himself in his room, crying: **Michael Jordan**
- A teacher told him that he was too stupid to learn anything; that he should change to a field where he might succeed by virtue of his pleasant personality: **Thomas Edison**
- Fired from a newspaper because he lacked imagination and had no original ideas: **Walt Disney**
- His fiancée died, he failed in business twice, he had a nervous breakdown, and he was defeated in eight elections: **Abraham Lincoln**
- If you've never failed, you've never lived. Life = Risk.

he Pinky Show presents: Scary School Nightmare

<http://www.youtube.com/watch?v=ZUoYAj7Nosg>

I keep having this recurring dream: It's like an endless slide show of school buildings. They are all different, but they also have that kind of same generic school look. You know. They're really creepy. In the background, I can hear the voice of Ivan Illich. You know: the guy who wrote that book, *Deschooling Society*. But actually, I don't think it's really his voice, because in my dream he kind of sounds like a girl – with a Japanese accent.

Ivan Illich: "...public education would profit from the deschooling of society, just as family life, politics, security, faith..."

Pinky: I think he talks about how modern people have all become institutionalised.

Illich: "Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed – the more 'treatment' there is, the better are the results. Or, 'escalation' leads to success."

Pinky: Actually I kind of like this part.

Illich: "The pupil is thereby schooled to confuse teaching with learning, schooled to confuse grade advancement with education, schooled to confuse a diploma with competence. His imagination is schooled to accept service in place of value. Medical treatment is mistaken for health care, social work is mistaken for the improvement of community life, police protection is mistaken for safety, military poise is mistaken for national security, and the rat race is mistaken for productive work. Health, learning, dignity, independence, and creative endeavour are defined as little more than the performance of the institutions which claim to serve these ends, and their improvement is made to depend on allocating more resources to the management of hospitals, schools, and other agencies in question."

Pinky: That is so cool.

Illich: "Since when are people born needy? In need, for instance, of education? Since when do we have to learn the language we speak by being taught by somebody? I wanted to find out where the idea came from that all over the world people have to be assembled in specific groups of not less than 15; otherwise it's not a class. Not more than 40, otherwise they are underprivileged. For yearly, not less than 800 hours, otherwise they don't get enough. Not more than 1100 hours, otherwise it's considered a prison. For four-year periods, by somebody else who has undergone this for a longer time? How did it come

about that such a crazy process like schooling would become necessary? Then I realised that it was something like engineering people – that our society doesn't only produce artefact things, but artefact *people*. And it doesn't do that by the content of the curriculum, but by getting them through this ritual which makes them believe that learning happens as a result of being taught; learning happens as a result of being taught; that learning happens as a result of being taught..."

Pinky: Yea, ha-ha, some people are just stupid.

Illich: "I'm not talking about 'some people' – I'm talking about *everybody*. I'm talking about you too, Pinky. Pinky! Are you paying attention, Pinky??"