



Pestalozzi

Training Resources

Diversity of world views and world
knowledge in the classroom

Understanding diversity of world views – A challenge to grow

by

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Editor: Olga Ferreira



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Theme: How our world views and our world knowledge influence our actions?

Expected outcome

- ➔ To be aware that world knowledge and views interact with personal feelings and values;
- ➔ To understand that actions can be interpreted differently by persons with different world views and world knowledge;
- ➔ To develop openness to others' world views and world knowledge.

Target group

Type of training	School level / age	Subject area
In-service teacher training	Primary, Secondary	All areas

Brief description of the unit

The unit defines a set of activities based on participants' individual experience triggering a debate about how world knowledge and world views interact and how they are connected with emotions, feelings, actions and values. The activities also focus on communicative issues, on the interplay between people and try to reflect upon strategies that can help to prevent conflicts

Methods/techniques used

- Individual, group and plenary work
- Presenting
- Sharing
- Analysing
- Reflecting
- Debating

Time 2 hours 20 minutes

Preparatory activity	▶ 25 minutes
Activity 1	▶ 45 minutes
Activity 2	▶ 45 minutes
Activity 3	▶ 25 minutes

Tips for trainers:

It is recommended to create a warm atmosphere among participants, who are going to develop tasks focused on their personal experiences. The participants must feel safe and the trainer needs to be ready to make an effort to give them this security.

Preparatory reading is needed: Basic Assumptions document.

Resources

Handout A	Appendix 1
Cards	Appendix 2

Activity 1 Our world views can differ



45 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➤ To understand that everybody has sometimes a minority world view; ➤ To be aware that world knowledge and views interact with personal feelings and values. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To describe an experience of a minority point of view; ➤ To express and analyse the feelings and the values that were present in that situation; ➤ To share world views and worlds knowledge about it; ➤ To reflect upon the activity. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual and group work. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Some art materials (tympanum, flute, clothing, CD, masks); ➤ Supportive material (e.g. papers, newspapers, colours, scissors, balls of wool...). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Find a large and quiet room so that participants can focus on the activity; ➤ Prepare some art materials (tympanum, flute, clothing, CD, masks); ➤ Prepare supportive material (e.g. papers, newspapers, colours, scissors, balls of wool...). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. The trainer asks the participants to think individually and find in their memory a situation about which they felt “differently” than others; ➤ 2. Afterwards, the participants have 8 minutes to prepare a presentation: <ul style="list-style-type: none"> • Description of the situation to others (to be presented verbally); 	

<ul style="list-style-type: none"> • List of values and feelings that were in action; • Art performing the personal feelings that were in action (the participants can choose graphics, music or drama techniques). ➤ 3. In the next phase, participants will form groups of 4-5; ➤ 4. Then, they present their individual tasks to the group; after the presentations, the groups have to choose, according to the basic assumptions, the most interesting performance to present in plenary; ➤ 5. Plenary presentation and debate based on the following questions: <ul style="list-style-type: none"> • What situation shared in the group was the most interesting? Why? • Have all participants responded to the different presentations in the same way? Why? ➤ 6. Evaluation: <ul style="list-style-type: none"> • What have you learnt from this activity? • What have you learnt about world knowledge and views and their connection with personal feelings and values? • Why is it important to know about different world views of other people? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer can give, if necessary some examples of a minority world view occurrences (in your school, a day when all the students wanted to leave but you didn't want... a movie you loved or a TV program that you enjoyed while hardly anybody liked it and even your husband and your children thought that it was boring ...); ➤ If some participants give an example of such a situation, they also write the values and feelings that were in action (interest, surprise, shame, lack of understanding) on the blackboard and show a picture/perform a music or a drama that reflect their feelings in that situation. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did you feel when you were supposed to describe any situation where you were different from others? When you were supposed to perform your feelings via art? Why? ➤ What do you think about this unit? Would it be interesting/difficult for your students? Why? ➤ Why should students learn about different world views? ➤ Do you remember any incident you observed or were involved in the classroom where different world views were presented, discussed and/or analyzed? 	

Activity 2 How do our world views influence our actions?



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To understand that actions can be interpreted differently by persons with different world views and world knowledge; ➢ To explore how world views and world knowledge may guide one's actions. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To list the most important values; ➢ To discuss how our actions are connected with specific values; ➢ To analyse an action in a specific model situation; ➢ To realise that verbal attitudes may differ from non-verbal actions. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Analysing a situation. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Hand-out A; ➢ Three stickers for each participant; ➢ Magnets and a magnetic board. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Prepare hand-outs A to be distributed and provide the supportive materials. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. The trainer asks each participant to write 2-3 values they consider most important on a small piece of paper; ➢ 2. They put the stickers on the board (stickers with the same values should be grouped together); ➢ 3. The trainer provides every participant with a description of situation A (on hand-out A); ➢ 4. The participants are asked to read the text individually and fill the columns on hand-out A. <ul style="list-style-type: none"> • In the 2nd column answer the question “What would be the participants’ personal feelings targeted”, 	

<ul style="list-style-type: none"> • In the 3rd column “What would be the participants’ personal values targeted”, • In the 4th column “What would be his/her likely reaction in that situation?” ➤ 5. To start the discussion, the trainer choose one of the values from the board and ask them: <ul style="list-style-type: none"> • What would be the action in agreement with this value in the situation from hand-out A? • Is it really in conformity with this value? Why? • Do you have another idea for actions in conformity with that value? Which? ➤ 6. Repeat the last two steps with one or two more values ➤ 7. Then, the trainer asks the participants to reread their notes on hand-out A and make any changes if needed; ➤ 8. The trainer asks some volunteers to share with the others what they wrote on the hand-out and/or their ideas and questions that arose during the activity. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Make sure the participants feel safe and understand that they do not have to and should not publicize the results of this task, even if they want to; ➤ It is quite important to keep a close eye on time and balance the duration of the activity; ➤ It is advisable to form groups of four or five before the plenary discussion, thus providing an opportunity for the participants to share, confront, reflect and discuss the topic in a small group. If this path is chosen, the time schedule must be adjusted. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Sometimes it’s possible to observe an inconsistency between the values claimed and verbalized and how we act in a given situation: our reactions to and actions in a given situation can be the result of other values that we are not aware of, different from those we defend as the most important; ➤ Our actions can be interpreted differently depending on other person’s world views; ➤ How can actions be intentionally or accidentally misinterpreted? ➤ What kind of strategies can be developed in order to deal with conflicting values and conflicting actions and solve conflicts of views or cultural conflicts? ➤ How may world knowledge and world views modify action and emotional reactions? ➤ What did you like/dislike on the activity on the handout A? What do you think your students could learn from it? What would you change in your class? Why? 	

Activity 3 How would I react?



25 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop an openness to others' world views and world knowledge. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To understand how our world views guide our actions; ➢ To become aware of the importance of reflecting and enlarging our world views and world knowledge. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Playing with cards. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Cards (see Appendix 2). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The room must be rearranged for group work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Divide participants into groups of four and give every group a set of cards; ➢ 2. Cards must stay face down on the table and the participants sit in a circle around it; ➢ 3. One of the group members takes the 1st card from the deck, reads the situation to the others and answers the following questions: <ul style="list-style-type: none"> - What values and feelings are in action? - How would I likely react in that situation? Why? - After his/her speech the groups comment on the situation, share their experiences, ideas, etc.; 	

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| <ul style="list-style-type: none"> ➤ 4. Then, the 2nd participant takes his/her card etc.; ➤ 5. The trainer starts the reflection process (see below). | |
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer has to support all groups and allow for enough time so that the groups can reflect on each situation. Then, it is possible to inquire about different perspectives in the group. ➤ It is important that the participants can share their experiences about students with different world views and discuss how education can help them to understand different world views and learn from them. 	
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<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What is the most difficult situation you discussed in the group? Why? ➤ What have you learnt from this activity? ➤ Is there a question you cannot answer at this time and would like to? ➤ What have you learnt about world views in this group? ➤ Why should students learn about different world views? ➤ How can we help them to learn about them? ➤ What activities do you consider the most important? 	
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Debriefing/ Evaluation and assessment

Three questions:

- What are the three most important things you have learnt?
- Did these activities change anything in your way of thinking?
- What aspect of this unit would you like to teach your students? Why?

Appendix 1: Handout A

Situation A	Values that are in action + Your feelings	Action	Real reaction
<p>Enkhtuja lives with her parents and siblings in Mongolia. They live in a yurt her dad made. It has a light wooden structure so that a horse is able to carry it. Enkhtuja's family travelled from place to place across vast Mongolian plains because their herd of sheep and goats needed enough pasture.</p> <p>After the herd grazed one place the family travelled on. At a new place they always put up the wooden structure of their yurt, fixed it to the ground and covered it with several layers of carpets, skins and finally with a waterproof tarp.</p> <p>The herd provided the family with milk and meat. But last summer the weather was so unfavourable that the family had no fodder to feed the cattle with in the winter. So, within a single winter the</p>			

family lost all their cattle. Daddy decided to drive the cattle towards a city in freezing temperatures of almost 40 degrees celsius. Over a half of the starved sheep and goats did not survive this journey. Dad sold the rest to the slaughterhouse at a very low price. Now the family spends money only on necessary food, mum and dad look for work all the time, sometimes they find some minor work for a day or two.

Dad is thinking about giving the rest of their money to people who would arrange for him to go to Europe and work there. He would be sending money to his family in Mongolia. Eventually, perhaps, he would earn enough money to return to Mongolia and buy a new herd there.

What would you say to him if you were his friend and he asked you for advice?

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Appendix 2: Cards

- A boy called Ringo comes to school very dirty and smelly every day. The other pupils will not sit next to him.
- A Roma boy in the class keeps starting fights with other pupils. When you confront him he says that the other pupils are calling him names and he will hit anyone who does it.
- When anything goes missing in your school the other teachers blame the Roma pupils. One of your colleagues argues: “In most cases we are right. They just seem to think that they can take home anything that is not nailed down.”
- Two 10-year-old girls come to school with make-up.
- Ave lives in a socially disadvantaged environment. She wears old clothes, does not have toys like the others, and often does not have her school supplies, book or homework. She does not have any friends in the class.
- Simon is a boy from a very rich family. He is always late in the mornings and has very poor attendance rates at school.
- Two Roma pupils in your class obtain very poor academic results and bring down the overall standard of achievement. Other teachers think they should go to a special school.
- Ivan is a new pupil in the class, you ask him to introduce himself. He says that he is a good ballet-dancer. After this you can hear the other boys to whisper: “He must be a gay! He is gay!”
- You see Juddy taking some money from the locker of a younger girl.
- Jamal has a day off for Diwali celebrations. He tells his friends that this is a religious festival. Other children in the class complain that this is not fair.