Workshop A.1

Workshop on the prevention of hate speech online – Education against hate speech

Anastasia Anagnostopoulou

The Pestalozzi Workshop "Wits and Manners On-line - Identifying resources and strategies to prevent hate speech" took place in Uppsala, 8-11 December 2015 and its main aim was to identify the causes of online hate speech and cyberbullying, to introduce the "No Hate Speech Movement" of the Council of Europe and search ways to actively counter it through Human Rights Education.

Part of the programme, in particular the use of the manual of *Bookmarks*, a manual on combating hate speech online through Human Rights Education, developed by the CoE, shall be the objective of this workshop. Through team work we will try to identify online hate speech, discuss about causes and results, learn to evaluate information sources and propose action plans or projects to be implemented in schools in order to promote school as a "safe place" where pupils shall feel secure to talk freely about their problems and will be encouraged to work actively against spreading words of hate.

In this context, we will work with the activities "Saying it worse" and "Roots and Branches" from the manual "Bookmarks" of the Council of Europe.

Introduction phase: "What is hate speech?" – Hate speech online (Video) – Hate speech in school – Discussion

Main phase: Presentation of the "No Hate Speech Movement" of the Council of Europe
Activity "Saying it worse":
Aims:
- To understand the different forms of online hate speech and assess their impact
- To consider appropriate responses to different instances of hate speech online

Procedure: Formation of small groups (4-5 participants each). Each group receives 11 cards with examples of anti-gay hate speech and has to rank them from "least bad" to "worse" (diamond ranking). Each group has 20 minutes to discuss the cards and try to agree about how they should be ranked. Afterwards, the participants look at the 'diamonds' of other groups. And the end, the whole group gets back for debriefing.
Debriefing - Subjects to be discussed:
-about the activity: Was it easy to assess the different examples? Were there any strong disagreements in your group? Were there any significant differences between your diamond and that of other groups?
-about how to react to hate speech online: Do you think statements like these should be allowed on the Internet? What are the arguments for and against? What methods can you think of for addressing online hate speech? How would you react if you found these kinds of examples of hate speech online?

-Activity "Roots and Branches":
Aims:
- To understand the causes and effects of online hate speech
- To explore ways of addressing hate speech online by examining the roots of the problem and identifying ways to react against it

Procedure: The participants return to their groups. Each group gets a big sheet of paper (A2 or bigger) and has to draw a hate speech tree with its roots and branches. Each group has to identify and write down some of the things which lead to hate speech online (the 'roots' of the tree), and some of the effects of hate speech (the 'branches'). Each root can

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have a deeper cause (root) and each branch a further outcome (higher branch). As 'trunk' of the tree the following text shall be used, which the participants have to imagine that it has been posted on the internet:

"Refugees arriving at the islands and coasts of Europe are terrorists and fanatics, members of the Islamic State. They cross the borders with fake papers and will unleash bloody attacks against us. Chase them out of Europe!

Each group has 15 minutes and should complete as many branches and roots as they are able to. Then the groups present their results and display the trees around the room so that everyone can walk around and look at them.

<u>Debriefing – Subjects to be discussed</u>: Did you notice any interesting differences between the trees produced by the groups? How easy did you find the 'roots' of hate speech? Were there any difficulties? How can we find ways to stop the spread of hate speech on the Internet? How could you use your problem tree to make hate speech against refugees less likely? From the roots and branches mentioned, which can be addressed by teachers at school, so that spreading of hate speech is prevented?

-**Assessment- Final discussion**:
How can school turn into a 'safety zone', where each human being feels protected and respected. What is the role of the teachers? How can we introduce activities from "Bookmarks" in classroom? Ideas about an action plan against hate speech in schools.

Workshop A.2

Workshop on Human Rights Education

<div align="right">Gelly Aroni</div>

The workshop on Human Rights Education will implement one of the projects on the Rights of the Child from the material of the Council of Europe Education for Democratic Citizenship and Human Rights Education (EDC / HRE). Using the approach of student-centred learning the workshop will apply the three basic dimensions of EDC / HRE:

- **Learning *through* children's rights**
- **Learning *about* children's rights**
- **Learning *for* children's rights**

Using the Daily Press and the International Convention on the Rights of the Child as resources participants will create posters that include an article about the protection or violation of a human right, the effects on specific Child Rights and the individual actions (which teachers and students can undertake in order to contribute to the protection and application of the rights).

The workshop will conclude with a reflection over the contents of the articles and the rights that emerged as well as the ways of the practical implementation of the specific project by the participants with their students.

Workshop description
- Brief introductory activity
- Creation of groups using pictures cut into as many pieces as the number of the group's members (preferably 4).
- Each group finds a name connecting the picture with the theme of the workshop (Human Rights / Rights of the Child).
- Introduction to Education for Human Rights focusing on the three dimensions (about, through and for) and TASKs (attitudes, skills and knowledge for Democracy)

- Presentation of the UN Convention on the Rights of the Child and the four groups the rights are subdivided.
- Each team selects the group they are interested in working on.
- They take from the materials' table newspapers, magazines and a copy of the Convention and work on finding 2-3 articles or pictures / cartoons that relate to the category chose.
- They discuss and decide which one they will use to create their poster and they stick it in the middle of an A3 paper.
- They write around it the number of the Articles of the Convention -and their brief description – which are related to their selected article or picture.
- At the bottom of their A3 they write: "ACTIONS" and write down the actions they can take in an individual, collective and professional level to protect the aforementioned rights.
- They present in plenary.
- Debriefing.

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Workshop A.3

Strategies to build up more inclusive classes by defeating stereotypes, prejudices, discrimination and racism.

Simona Vannini

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Prejudice has little to do with the groups it targets, and a lot to do with the personality of the holder… Authoritarians think that all people–including themselves–should submit to "legitimate" authority in almost every conceivable circumstance. (Bob Altemeyer, "The Authoritarians").

The aim of this workshop is to question, challenge and raise awareness on teachers' and students' attitudes and practice towards stereotypes, prejudices, discrimination and racism. It can include their willingness to empathize with those who are perceived as 'different'; their capability to question what is perceived as 'normal' and 'acceptable', their ability to tolerate ambiguity and their openness to change and adapt their way of thinking, according to the different situations.

During the workshop the participants will be engaged into a series of teaching activities to build up a less discriminative and more inclusive classroom's atmosphere. They will experience how cooperative learning helps to establish social cohesion and guarantee the respect of each individual. Moreover, they will learn the importance of the ethical role of the teacher in developing students' intercultural competence and teaching them to value cultural and linguistic diversity, respect pluralism of opinions, prevent and stand up against discrimination and violence.

The participants will finally be invited to share examples of good practice from their own teaching experience and practice in preventing discriminative attitudes and promote inclusive education.

Throughout the workshop, continuous reference will be done to the Pestalozzi Programme training activities and to the wide range of teaching material available on the platform.

The workshop will be in English language.

CCC- Communication-Cooperation-Creativity: Enhancing Personal, Interpersonal and Team Relations

Foteini Veneti

The workshop is a valuable collection of various activities and is targeting all teachers of all subjects in Primary and Secondary Education

Opening: Short Introduction of Communication, Cooperation and Creativity (5 mins)

Ice breaking activity: A special object goes from hand to hand and each participant tells his/her name plus "a word" which characterizes his/her personality or life in general. (5 mins)

Drawing in pairs: A communication activity where everybody is paired.
Two rows of chairs are made, so that when participants sit, they are facing their backs. Those in the first row receive a piece of paper and a pen and their task is to listen to the instructions of the participants sitting in the other row. The first will be shown a picture and they have to explain to the others what`s in the image and help them draw something similar only by describing with words. After some time they show the drawings and a discussion is led. (30 mins)

Minefield: An activity building trust and ability for cooperation.
Participants are divided into pairs. One participant is blindfolded and the other one is the guide. There are objects set in the middle of the room, just like minefield, with some space in-between. The blindfolded person has to pass through the field without knocking down the objects to get to the other side while listening to the instructions of the guide. (25 mins)

Handprint Tree: An activity enhancing creativity and team spirit. Each participant is given a colourful paper and is asked to draw his/her palm on it. Moreover, all participants are asked to write "one word" in the palm, the same word they used when they introduced themselves during the ice-breaker. When finished, each participant is asked to cut out his palm and stick it on the wall in order a friendship cooperative tree to be created by all palms. (30 mins)

Human web: *(Debriefing is included) All participants stand randomly. A ball of string (Ariadne Thread) is handed and each participant is asked to catch it, knit it on one of his/her fingers, call his/her name, choose a number out of 3 (1, 2 or 3) (thus evaluating the best of the 3 previous activities) and hang it on the string. Then, he/she calls another participant to do the same. This human web will stop when the last participant catches the string/ thread. The same will happen with evaluation. (25 mins)

Note: All participants will be offered a little reward/souvenir at the end of the training

Workshop A.5
Incorporating transversal attitudes, skills and knowledge into teaching

Georgia Gyftoula

RATIONALE AND SHORT DESCRIPTION

The world we live and teach has changed a lot since the beginning of economic recession and the different profile of classes which deal with the challenge of offering quality education to children of diverse backgrounds. The unstable political canvas and issues such as immigration or emerging terrorist actions within the European family, have negatively charged the overload of personal and social identity. The aftershocks of all the above context have been inevitably transferred into the school communities adding other very important goals to the ones already set by the educator: to help learners develop an ethos and feelings of democracy, solidarity and empathy, to find the tools and techniques which ensure respectful communication so that successful learning takes place.

Making use of "the head, the heart and the hands" principle and aiming at engaging participants in learning by doing and collaborative activities, this workshop targets at familiarizing them with the TASKs and their evaluation as these are suggested by the Council of Europe.

The workshop is based on knowledge and skills acquired by the facilitator during the Pestalozzi Programme "Evaluation of transversal attitudes, skills and knowledge (EVAL) Modules A and B" October 2105, May 2016

EXPECTED OUTCOMES

By the end of this workshop planned for 16-24 participants, participants will be hopefully able to provide answers to these questions:
• what do we mean by TASKs and why are they important?
• can these easily be recognized and made to penetrate the whole curriculum?
• how can educators have a lasting influence on their students' motivation to develop in this area?
• is it easy to design activities to this aim and how can someone evaluate the outcome?

PROCEDURE

Step 1 (plenary – 10 minutes)
The facilitator introduces herself and welcomes the group. Participants are asked to take part in a warming up game called "Birthday line".
Step 2 (group activity – 5 minutes)
Participants are invited to discuss in group about the TASKs required for the completion of the previous activity and present in plenary.
Step 3 (presentation – 15 minutes)
Facilitator introduces the meaning of TASKs and guides participants to the CoE material on the issue.
Step 4 (group – 15 minutes)
First participants are invited to discuss the difference between assessment and evaluation, their significance and presence in their teaching practice. Then they are shown some photos of evaluation techniques in practice.
Step 5 (Group work – 5 minutes)

Participants are asked to play a short matching game so that the new roles of teachers and learners are emphasized. Alternatively participants will be asked to watch a short video from and activity and discuss on the roles of participants

Step 6 Activity 1 Learning from unpleasant experiences (20 minutes)
Step 7 Activity 2 Why is education for democratic citizenship for you? (40 minutes)
Step 8 Debriefing (10 minutes)
Participants reflect on the activities and evaluate the workshop using "Traffic lights" techniques or an equivalent.

Handouts: Participants will be given a leaflet with information and the skills poster and they will be invited to join a wiki with activities and trainees' reports created by the facilitator.

Workshop A.6
The Intercultural Competence (ICC) Tool:
A dynamic tool, in the hands of the educator of today
Barbara Koziori

The ICC tool was developed by a group of 30 educators and educational officials during a Think Tank organized by the Pestalozzi Programme and the Wegerland Centre in Oslo between 04 and 07 October 2011. Since then, however, the ICC Tool, in its printed form, has been translated in 19 languages while in its online form it is available in 3 languages, Greek being one of them.

In this workshop we study and analyze the ICC tool while we use it as a reflection board of our intercultural encounters in our everyday practice and beyond.

Through collaborative techniques and techniques employing our experience and expertise we study the various descriptors of the tool in depth critically challenging and reviewing our knowledge, attitudes and skills in this matter.
Thus we have the opportunity to
- o identify and describe our intercultural competences in our everyday teaching practice

- o use the newly acquired knowledge in order to identify problematic areas in applying the tool in our teaching practice

- o suggest possible ways of overcoming such difficulties relating to such application

- o overcome fears and insecurities relating to the application of the ICC tool in our professional environment

- o encourage our colleagues to cooperate within a climate of mutual trust and respect

- o support and substantiate our different opinions

- o accept the views of the other members of the group.

Finally, we suggest amendments and improvements to the tool so as it becomes a truly dynamic tool in our hands assisting us in our professional development and thus improving our everyday teaching practice to the benefit of our students and colleagues alike.

Workshop B.1
Prevention of Discrimination – Gender stereotypes

Paul Kosmides

A lesson plan on the prevention of discrimination aiming at assisting educators to approach, study, and understand the issue of gender stereotypes through collaborative techniques.

This workshop deals with issues relating to gender stereotypes. It aims at providing participants with the necessary knowledge and skills to enable them to avert and avoid discrimination in the school environment.

Through the various activities, participants will have the opportunity to challenge their own beliefs about gender stereotypes, which most of the times are reflected in their teaching practices.

Participants will also be invited to explore ways of identifying such stereotypes and taking action to avoid discrimination based on such stereotypes.

The following activities will be carried out:

Activity I: *A group forming activity through the use of images and exploration of participants' views on gender stereotypes.*

Activity II: *Agree-Disagree*: Identifying and challenging participants' attitudes towards gender stereotypes.

Activity III: *Through the participants' eyes*: An image interpretation activity completing the cycle of concern and reflection.

Workshop B.2
Co-operative Learning – Basic Principles and Activities to implement Co-operative Learning in your classroom

Anna-Maria Panagiotidou

"*Prevention of discrimination and violence usually comes up as a separate topic for teachers, teacher trainers and other educators, leading to a thematic approach to the problems. The Pestalozzi Programme Community of Practice views the prevention of discrimination and violence not as a thematic issue but as a process, as a series of concrete actions that supports better organization of teaching, and which helps teachers reflect on and prevent violent, discriminatory and anti-democratic structures*" [Ference Arato (2015) *TASKs for democracy – Pestalozzi Series No.4,* Council of Europe Publishing, Strasbourg, pp.22]

In this workshop participants are learning about the co-operative learning while experiencing the co-operative learning classroom themselves.

Participants will become familiar with the basic principles of co-operative learning (after Kagan's (1992) P.I.E.S analysis), as they will experience these principles themselves in the shoes of the learner, being organized in micro-groups and participating in some basic co-operative learning activities, such as:
- Opinion Line (activity for group building)
- Interviews in pairs (activity for learning each other)
- Pick a marker (activity for expert role assignment within each micro-group)

- Jigsaw-classroom (group learning activity)
- Written group rotation (group working activity)
- Round table (group working activity involving all groups)

The workshop also involves evaluation activity (individually, in group and in plenary), and ends up with debriefing discussion on following points:
- What do you think of the method we have used?
- Can you imagine adapting it in your subject/teaching? Why yes? Why not?

Workshop B.3

Social Media and Education: The cultivation of Democratic Ethos by the creation of a students' blog

Irene Papadaki

The aim of the workshop is to explore the participants' possibilities to encourage their students to create a school blog whereas a discourse about Democratic Ethos can be cultivated.

At the beginning a brief description of the subject and the procedure to follow will be presented. The participants will initially be invited to form groups of two, sharing with their peer their expectations from the workshop. In the continuation, they will form groups of four and each group will share with the rest of the plenary its expectations from the workshop.

In a first activity, each group is invited to express and show physically, using their bodies, their attitudes towards social media. These expressions will lead to the creation of a 'frozen image' per group.

Using a second activity participants are provided a booklet focusing on the variety of common social media and participants are asked to declare their personal preferences regarding the use of social media (i.e. Facebook, twitter, YouTube etc). Each group will discuss their personal experiences in social media and express their feelings about them. Participants will be asked to write these feelings in a post-it paper and the group representative will stick all post-it on one of the branches of the 'Group Tree'. The 'Group Tree' is provided by the facilitator and is a tree drawing with so many branches as the workshop activities. 'Group Tree' is commonly used by the all groups of participants.

Within a third activity two theses regarding Democratic Ethos will be given to each group.
The first thesis will be: "*Democracy is the possibility of decision making in a collective way which leads to collective action for the common good*".
The second one will be: "*Democracy is an individual's freedom to decide for the actions which someone takes to achieve personal goals*".
Participants will be asked to discuss the above theses and answer to the question: 'which of these is closest to the concept of Democratic Ethos and why?', write their answer to a post-it paper, and each group representative will stick the group's answer on the 'Group Tree', while sharing their argument with the rest of the participants.
Following, each group will discuss the values on which democratic ethos is based on.

In the fourth activity each group will be challenged to discuss and propose three issues that in their understanding could promote the purpose of a blog which could be focused on the cultivation of democratic ethos.

The workshop will end by debriefing all those issues which during workshop caused discussions in groups or/and in plenary.

Workshop B.4
"Me the Stranger!"

Maria Sfetkou

This workshop deals with issues such as majority and minority, exclusiveness and diversity. It aims to help participants realize how their thoughts, feelings and actions change according to the group they belong to, i.e., majority or minority group. It also aims to challenge participants' behavior and guide them to analyze the strategies they use to be accepted by the majority group and those they use as members of majority to exclude the minority. Finally they will be given the opportunity to increase their awareness about the meaning of exclusion and inclusion in a group.

Participants will be invited to reflect on their everyday school life and practices so that they will recognize and develop skills, attitudes and behaviors that encourage inclusion and avoid exclusion.

STEPS:

- Welcoming participants – Warm up activity
- Divide the plenary into 2 or 3 groups, 7 members each.
- Team building activity
- 'Me, the stranger' game
- Debriefing and evaluating the members behavior and reactions during the game
- Reflecting on their or/and their students everyday school practices

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Workshop B.5

Deconstructing Stereotypes –
Sexuality and Gender Terminology and the Pestalozzi Sexual Education Module

Dora Feggi & Giorgos Paliatsios

Workshop targets teachers of students in ages 10-18 and is planned for a maximum number of 20 participants. Workshop addresses the issues of:
- Sexuality and gender terminology
- Inclusive language
- Norm critical perspectives
- Pestalozzi Sexual Education module material

The aims and the expected learning outcomes are:
- Develop shared understandings of concepts relating to gender and sexuality
- Develop a critical awareness of norms governing gender and sexuality
- Develop an understanding of cultures and identity as a context dependent, dynamic and negotiable process

- Seek to prevent the marginalization of any individual or group
- Develop empathy as a personal value to prevent discrimination
- Recognise diversity as a positive value for the environment and persistence of our world
- Get to know the Pestolozzi Program Sexual Education Text Units

Part 1: Activity - Presentation of terminology on gender and sexuality
Group work.

Through a matching game, the participants form groups by finding definitions regarding concepts of gender identity, gender expression, gender presentation, sexual orientation etc. Afterwards, they discuss on norms governing gender and sexuality and on how to use inclusive language.

PART 2: Main activity – Deconstructing Stereotypes
Group work.

The groups are invited to pick one word for sex-/sexuality stereotypes that are common to use descriptively or invites them to create their own. Then each group draws a colorful life size picture illustrating the stereotype that they got distributed, on a large sheet of paper. The drawing should illustrate all the important visual item of the stereotype, appearance, dress, etc. Moreover, the groups are asked to describe the personal and social characteristics, lifestyle, personality etc., that belong to the stereotypes and also to focus on "clichés" about sex and sexuality. Following, they create an exhibit with the 'picture people'. Each group should talk about the picture and try to find as many arguments as they can to 'break down' this classification and write the arguments down. Debriefing and evaluation.

PART 3: Get to know the Pestalozzi Program Sexual Education Module Text Units
Plenary presentation (power point).

Focus on material that exists on the Pestalozzi platform and get to know national and international organizations that are activated in that field.

Workshop B.6
Workshop on Linguistic and Cultural Diversity (LCD)
Theodore Maniakas

Benefits of intercultural education: based on acceptance of Linguistic and Cultural Diversity all over the planet, global village approach, completes globalization. Examine the Paradox: we are all different and unique, we prefer / should / ought to keep our individuality, identity and character both as citizens and groups (variety of definitions based on lg, religion, race, locality, political affiliation) AND, at the same time, we prefer / should / ought to belong to broader, bigger, stronger, multicultural, multilingual, multi-anything unions, associations, treaties, incorporations which have no interest in any kind of "diversity". Ways to overcome / cope with this paradox are examined.

Scope: Accept diversity of cultures and interrelation of cultures, promote and safeguard awareness of belonging to a multicultural/multilingual society and be open to discussion in order to overcome ethnocentrism, racism and help integrating different cultures.

Brief introduction	5 min
Set groups based on birthday, alphabetical order, geography, color	5 min
Five Groups of 4-5 people to do the "Martian Ethnogaphers" task	15 min

Presenters do the summary of their findings and discuss   30min
Shuffle the groups in new compositions / work on the differences trying to make them comply with broadly accepted universals (groups' version)   15min
Present groups with CoE, UNESCO and other organizations' guidelines so as to compare and reconsider/review the groups' versions   15min
Discuss within the groups, get to conclusions / make mind maps / posters. Presenters show / post / talk about their findings   30min