

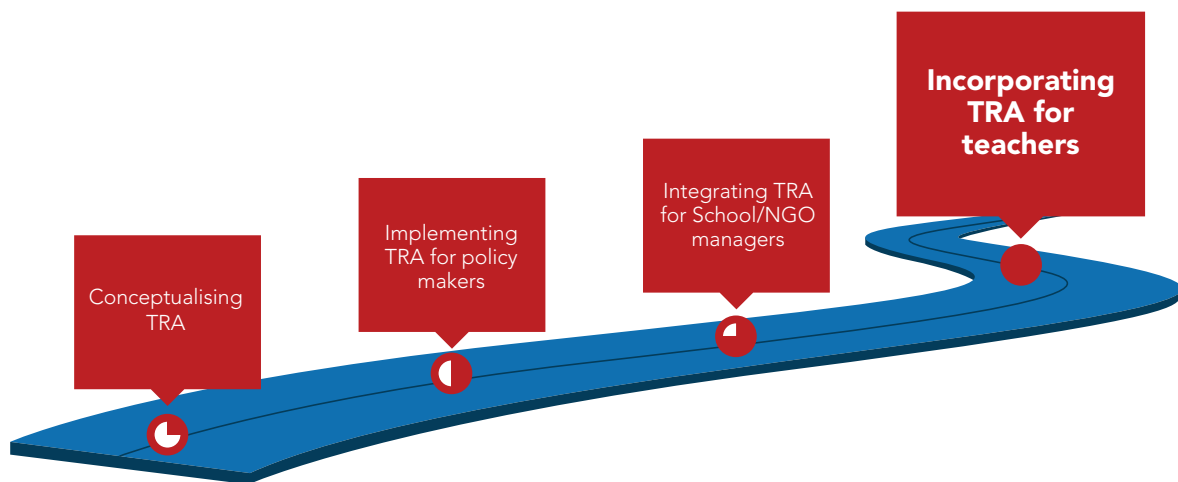


Part 3
Support materials
for teaching and learning:
guide for educators

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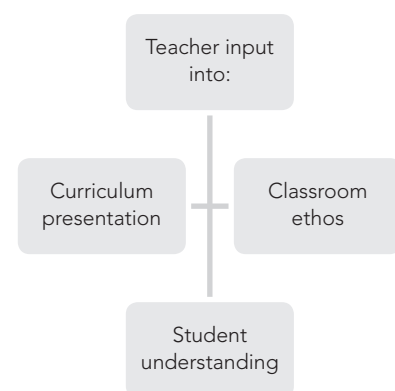
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Part 3 – Support materials for teaching and learning: guide for educators



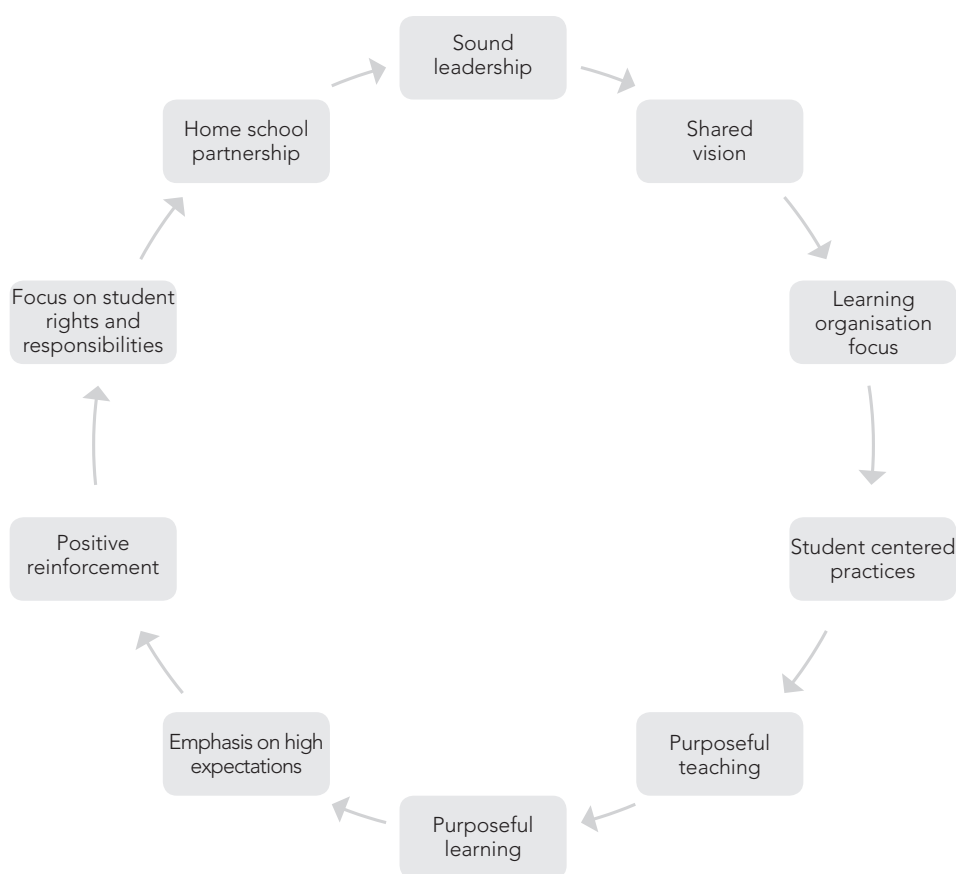
Education is critical to ending hate, discrimination and violence, and to developing a more peaceful and prosperous society. International instruments, commitments, organizations, initiatives and programmes have consistently reaffirmed the important role of education in creating the conditions that combat discrimination and hate. *Teaching Respect for All* sees educators as the cornerstone of the classroom and thus equipping educators with the tools to teach respect in schools as a key component of the initiative. Educators are the connection between policy, curriculum and pupils, transferring knowledge and communicating the carefully developed curriculum to the pupils. Educators, along with their pupils, can establish the ethos of the classroom together, setting the tone to facilitate difficult discussions resulting from discriminatory behaviour in schools.

However, teachers cannot do this alone. Support, guidance and training from management, teacher groups, parents, pupils and the larger community are necessary to make the integration of *Teaching Respect for All* successful and sustainable. Each can support teachers as they integrate anti-discrimination throughout the formal and informal curriculum, as well as educate teachers to overcome their own biases, learn about pupils' culture and integrate more diversity into the classroom.



In order for *Teaching Respect for All* to be truly integrated into a child-friendly classroom, teachers must learn to integrate diversity at all levels and create a safe, accessible and secure learning environment.

School effectiveness research focuses on creating an enabling school environment through transformation of the learning environment. The following key factors were identified as important to creating the conditions for inclusive teaching and learning in schools. These factors include:



Learning objectives of Part 3

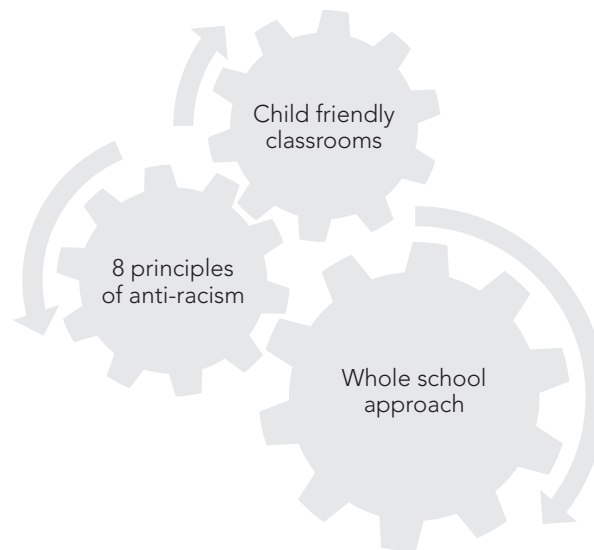
This section takes a holistic approach to the development of teacher and educator resources. This approach incorporates all aspects of the learning environment and considers them equally valid. Guidelines focus on attitudinal changes, curriculum and instruction, pedagogy and learning environment, school climate, and teacher professionalism. To set a context, emerging trends and related challenges are examined. These include a review of standard-setting normative instruments and frameworks that inform the role of education in combating discrimination. Challenges of addressing discrimination in schools involve the subtle nature of everyday discrimination and structural inequalities that are tightly connected to other forms of inequalities in society.

In order to accomplish this, the section is broken down into seven tools, each of which should expand the resources available to teachers/educators in implementing *Teaching Respect for All*. This section is intended to be used by teachers in formal school settings as well as educators in informal learning settings. For simplicity, this section refers to *teachers* or *educators* as umbrella terms for all teaching professionals, *classrooms* for all the various learning environments and *schools* as the greater learning structure.

By the end of this section, you should be able to:

- ✓ create a child-friendly classroom environment within a whole school approach to teaching tolerance and respect;
- ✓ conduct a self-analysis to identify your own biases and create a plan for how to overcome them in the classroom;
- ✓ draw on various methods in classroom management, curriculum implementation and teaching methodology to deal with difficult topics;
- ✓ explain the various types of discrimination in a pupil-centred manner;
- ✓ identify why and how to integrate parents into the *Teaching Respect for All* process.

Tool 1: Creating child-friendly schools and classrooms through a whole school approach

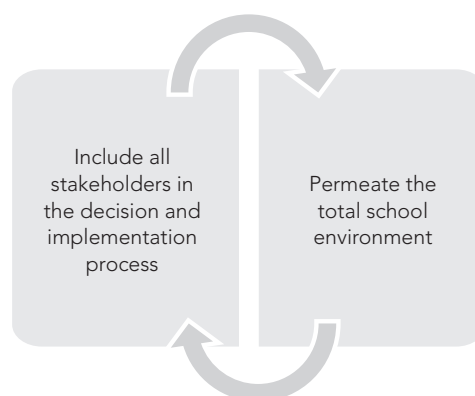


The starting place for developing respectful classrooms free from prejudice and discrimination is creating a school-wide environment where pupils feel safe and cared for¹. Each individual classroom, whether formal or informal, is part of a larger whole, and school consists of much more than just the classrooms and formal curricula. Thus, as teachers, when you begin to work towards developing a respect-based classroom, it is important to structure it within and in collaboration with a child-friendly whole school approach.

A child-friendly whole school approach is a mentality and model of operation which permeates all aspects of school/organization life and is comprised of three methodologies employed together.

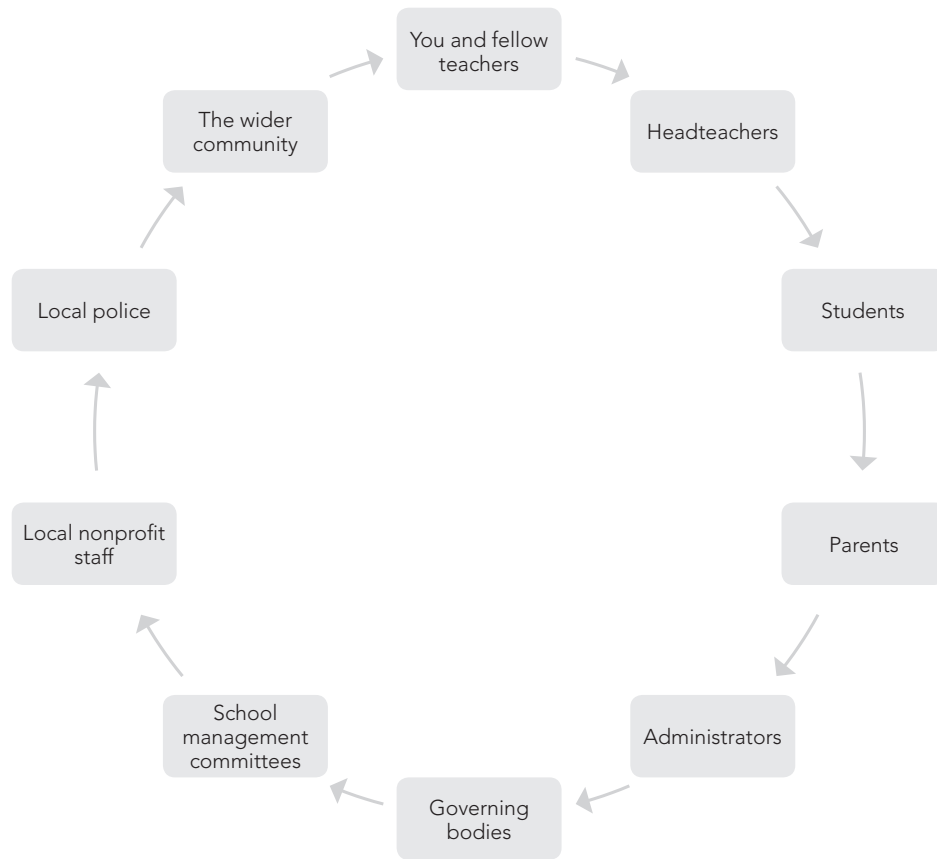
Methodology 1: whole school approach

The whole school approach acknowledges that learning cannot be restricted to a few classrooms or even simply to all classrooms, as the school context is a multiple set of learning environments and situations in which the broad curriculum framework of *Teaching Respect for All* takes place. Learning takes place through interactions, discipline, afterschool activities and schoolyard conversations, as well as in the formal classroom.



¹ See S. L. Wessler, 2003, Rebuilding classroom relationships – It's hard to learn when you're scared, in *Educational Leadership*, Vol. 61, No.1.

The whole school approach is a holistic approach which understands that in order to counteract discrimination throughout society and in school, *Teaching Respect for All* must be incorporated into all aspects of school life, and all stakeholders (including adults and parents) within the school must be involved and have a voice in the integration and implementation process. The two components flow into each other. Key stakeholders include, but are not limited to:



Parts of the school environment to consider might include:

- formal curricula;
- informal curricula;
- pedagogy and instruction;
- attitudes and expectations of teachers;
- attitudes and expectations of staff;
- attitudes and expectations of pupils;
- attitudes and expectations of parents;
- attitudes and expectations of community;
- extracurricular programmes;
- pupil support services;
- disciplinary policies;
- policies and practices.

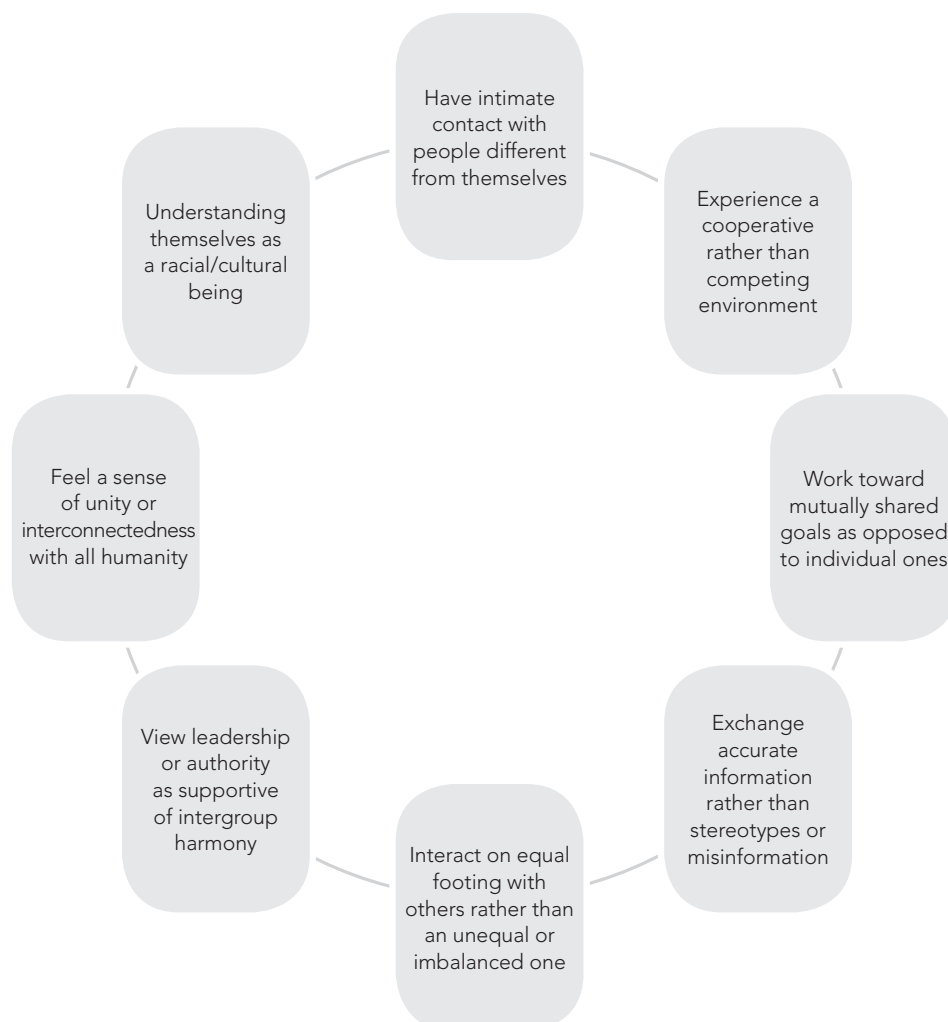
The whole school approach recognizes that prejudice reduction cannot result from individual efforts, but must be mainstreamed throughout each setting – it must be incorporated into every policy, activity and interaction that takes place in the school.

Reflect: How can I include input from all stakeholders: administrators, peer educators, parents and pupils? How do I reinforce the values and elements of *Teaching Respect for All* outside the formal curriculum? How can I further integrate *Teaching Respect for All* into non-classroom school activities and functions?

Methodology 2: 8 principles of anti-racism

'Discrimination is complex, with ethnicity, religion, poverty, gender, disability, and sexuality being intertwined. Consequently, merely providing opportunities to attend school will not suffice to eliminate discrimination or to universalise participation'². Even if levels of attendance accurately reflect the demographic of the community and issues of discrimination appear not to arise, it is not enough simply to teach about issues of discrimination within the closed environment of a classroom. School and the classroom must be places that practise respect and challenge ideas of discrimination. By creating an environment and instructional system based on the 8 principles of anti-racism³, teachers can allow pupils to actively engage with these difficult concepts in a safe space, creating a respectful classroom. By creating an environment which fights to counteract discrimination in education, you as teachers are also providing opportunities for pupils to learn how to counteract discrimination through education.

In order to do this effectively, teachers must facilitate an environment in which individuals and groups are allowed to:



² In UNESCO, 2002, *Global Monitoring Reports*.

³ In J.M. Jones, S. D. Cochran, M. Fine, S. Gaertner, R. Mendoza-Denton, M. Shih and D. W. Sue, 2012, *Preventing Discrimination and Promoting Diversity*, American Psychological Association.

Reflect:

- Am I providing class-based opportunities through the formal curriculum and activities for pupils to explore 8 principles of anti-racism? If not, what resources do I need to do so?
- How can/do I create a culture of anti-racism by allowing opportunities for pupils to engage with 8 principles of anti-racism during informal classroom time, conversations and classroom rules?
- Am I providing opportunities for pupils to engage and interact with people different from themselves, either in class or through structured class exchanges/trips (virtual or physical)? If not, how can I do this?
- Am I creating a cooperative class environment? How could I further improve instruction to facilitate more cooperation amongst my pupils?
- How have I engaged my pupils to create goals and boundaries for a mutually respectful classroom environment? How do I ensure all voices are heard?
- Am I conscious of biases I may hold? Do I prevent the teaching and transmission of stereotypes and misinformation? How do I prevent myself from conveying stereotypes? How do I address stereotypes created and/or reinforced by my pupils?
- How should I create an environment of equality in the classroom? If not, what more could I do to promote the values of equality?
- Do my pupils find me supportive? How can I be more supportive of my pupils when dealing with issues of discrimination?
- Does diversity exist in my classroom? How can I (further) create diversity in the classroom to further establish unity of humanity?
- How can/do I allow for discussion of 'racialized groups', ethnicity etc., so as to allow pupils to understand their background, but not create an environment of discrimination?

Methodology 3: Child-friendly schools

Child-friendly schools are clean, safe, welcoming and non-discriminating environments for children to grow, learn and develop. This model is defined as a comprehensive set of school reforms that require systems-level interventions and systems-level thinking. The child-friendly concept is a part of a larger trend that places the rights and wellbeing of the child at the centre and therefore is an ideal framework to further support teaching tolerance and respect.

Child-friendly schools enable teachers, schools and communities to serve as safe and enabling places for children. They address children's needs in a comprehensive fashion, with a focus on quality that exceeds accountability and school-related measures. Schools that meet the characteristics of being child-friendly are rights-based and attend to the mental and physical wellbeing of children.

Child-friendly schools and classrooms focus on the total learning environment and experience for the child by considering the child when developing the following:

- curriculum;
- textbooks;
- teacher quality;
- physical facilities;
- teacher training;
- pupil voice;
- community/Parent participation;
- environmental concerns.

Child-friendly school models are meant to be adaptable to local circumstances rather than prescriptions for practice. The child-friendly concept has been implemented in different ways to meet local needs.

Reflect: Is your classroom a child-friendly classroom? How you can best incorporate the rights and wellbeing of your pupils through:

- your daily lessons;
- the structured curriculum;
- readings;
- class activities;
- the physical make-up of the classroom;
- community/parent participation;
- your own professional development?

Example: Nigeria's Child-Friendly Schools

Nigeria adopted the Child-Friendly School model in 2002 with the ambitious plan to develop 600 schools based on the Child-Friendly model. Through a UNICEF-Imo State Primary Education Board partnership, Nigerian primary schools have showed significant progress since 2002. Key to the success has been the active involvement of the Parent Teacher Association in school development and their focus on hygiene improvements in order to make the schools more welcoming and accessible to learners⁴.

Concept check: Creating child-friendly schools and classrooms through a whole school approach⁴

This tool is designed to provide teachers and other educators with three methodologies to consider and draw from in creating safe and supportive learning environments in which *Teaching Respect for All* can take root.

By the end of this section, you should be able to:

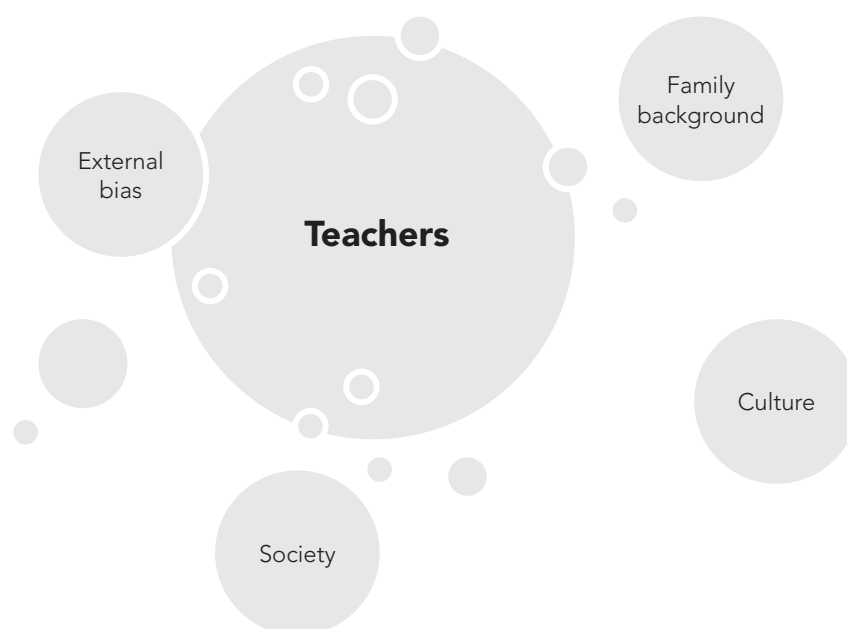
- ✓ conceptualize what a child-friendly whole school approach is and how it might be integrated into your school and classroom;
- ✓ identify ways you can contribute to and build a whole school approach as it relates to *Teaching Respect for All*;
- ✓ identify ways to incorporate the 8 principles of anti-racism into formal and informal classroom life;
- ✓ identify opportunities to place the rights and wellbeing of the pupil at the centre (child-friendly school).

⁴ In UNGEI, 2013, Nigeria Newslines (http://www.ungei.org/infobycountry/nigeria_321.html).

Tool 2: Self-reflection – Identifying one’s own biases

Educators are part of society at large and can transmit ideas and values from this community into the classroom both consciously and subconsciously. To combat discrimination, educators are encouraged to self-reflect and uncover these biases – after all, teachers are human.

Though human, educators have a moral and ethical responsibility to their pupils - a responsibility to treat pupils fairly and with respect, use appropriate methods and materials to teach them, hold high expectations of them, and make decisions regarding their wellbeing.

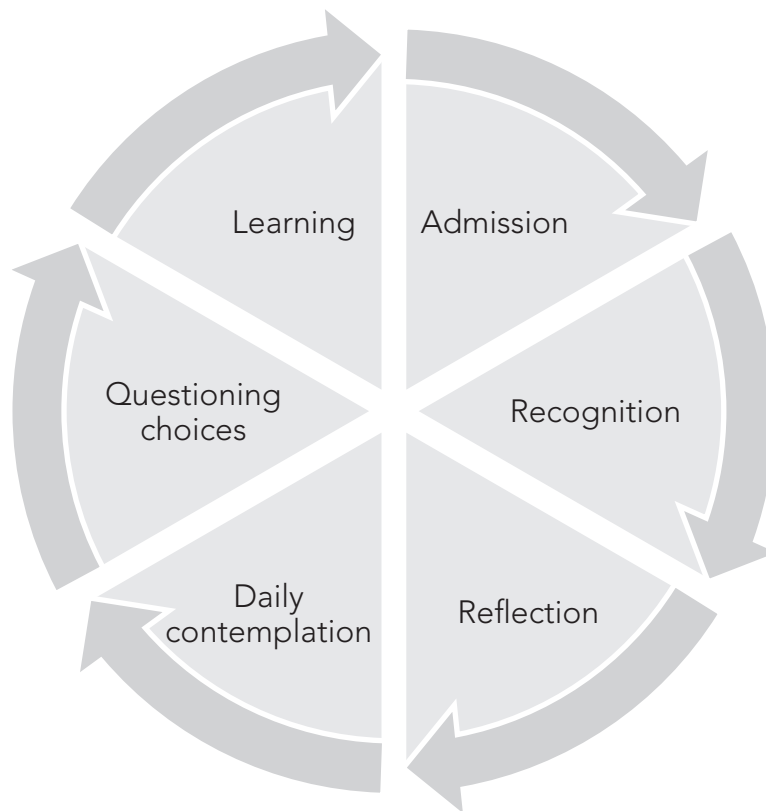


Pupils, parents, and the community depend on educators as guides to develop both personally and professionally. However, a teacher's responsibilities to their pupils can be compromised by prejudicial attitudes and hidden biases that may negatively affect their decision making, instruction and interactions with pupils. Researchers with Project Implicit, a collaboration of scholars at different universities, have found that implicit or unconscious bias is widespread⁵.

While educators are not alone in harbouring negative attitudes, they are in a position of authority with their pupils. Unconscious bias has been found to manifest itself in a number of negative ways in the classroom that impact achievement, self-esteem and reinforce stereotypes. For example, if a teacher feels negatively about children with special needs, that negativity may impact the quality of instruction these pupils receive. Adopting a colour-blind perspective - a perspective that one's group membership really does not matter, is often a cloak for appearing non-biased, and is the basis of a microaggression⁶. Minority pupils and other marginalized groups have an increased sensitivity to low expectations and a negative self-image. They may also experience anxiety about conforming to negative stereotypes levelled against their group. This is called 'stereotype threat'.

In a genuine effort to create a classroom in which discrimination is counteracted both through and in education, educators must confront their own biases and examine their external manifestation, especially as it is reflected upon their pupils. The following are recommendations for uncovering and eradicating hidden bias:

5 See N. Dasgupta, 2004, Implicit in-group favoritism, out-group favoritism, and their behavioral manifestations in *Social Justice Research*, No. 17, pp 143-169.
6 See D. Sue, 2010a, *Microaggressions in everyday life: Race, gender, and sexual orientation*, Hoboken, NJ, Wiley.



- Admission.** The first step to uncovering a hidden bias is to acknowledge it. Admitting that you may harbour prejudicial attitudes increases their visibility and reduces the fear that your bias may be discovered. The lack of awareness, or even minimal awareness, that your behaviour or feelings is rooted in bias and bigotry is insulting and invalidating to the pupil⁷. Admitting that you hold biased attitudes toward certain groups will save time and energy covering up or pretending that they do not exist, and can lead you to eliminate them. Admission is a first step.
- Recognition.** In order to acknowledge hidden bias, you must first recognize it. Do you assign attributes held by a few people to an entire group? Do you feel that certain pupils are lazy and inept because that is what has been projected through the media, or has been passed down through oral or written traditions? At the root of bias are stereotypes or broad generalizations or categories that assign negative attributes to entire groups. Some stereotypes are positive, but are still damaging. Feelings of fear or anxiety around certain individuals, groups and benign situations may be a sign that you are hiding something.
- Reflection.** Engage in regular self-reflection and self-examination. Reflection is important for similar reasons that studying history is important. We study the past to improve the present. Reflection can help uncover hidden bias and develop ways to reduce and eliminate unhealthy stereotypes and prejudice⁸. Rethinking a problem, dilemma, decision, lesson, or even the selection of instructional materials, is not only healthy for uncovering bias, but good practice toward eliminating it.
- Daily contemplation.** Set aside time each day to reflect on decision-making. Reflect on daily decision-making and choices. Hidden bias stays hidden because a teacher's day is very busy and there is much to do. Also it is uncomfortable to admit to something that is generally seen as socially unacceptable. During the course of a day you make many decisions. Some researchers estimate that teachers make hundreds of decisions a day that impact pupils. Whether large or small, decisions that teachers make regarding pupils have far-reaching consequences. There is a relationship between unconscious bias and explicit or outward acts of discrimination. Not responding appropriately to slurs or comments sends a message to pupils that you condone such behaviour.

⁷ See D. Sue, 2010a, *Microaggressions in everyday life: Race, gender, and sexual orientation*, Hoboken, NJ, Wiley.

⁸ See D. A. Schön, 1991, *The reflective turn: Case studies in and on educational practice*, New York, Teachers Press, Columbia University.

- **Questioning choices.** Look for alternative or competing explanations or choices. Reflection allows time to reconsider choices, decision, selections, options and motives. Simply put, reflection improves teaching and encourages self-examination. Why did I do that? Effective teachers reflect on the situation, study the problem and look for alternative or competing explanations, instead of relying on stereotypes and snap judgments. Reflection improves practice by helping you consider the many ways that you might have modified or differentiated your instruction.
- **Learning.** Develop friendly relationships with individuals, communities, groups that are different from you. Stereotypes are challenged as you expand your circle of friends and acquaintances. This is an excellent opportunity to promote respect inside the classroom as well as outside the classroom. Bias does not subside at the end of the work or school day. Bias travels with its host. Prejudice is known to be situational, meaning that some situations may evoke greater fear or discomfort than others, and are therefore met by a more biased or bigoted, or even violent response. Getting to know your pupils, their families and communities in settings outside of the classroom promotes positive avenues for dialogue and interaction⁹.

Concept check: Self-reflection and identifying one's own biases

This tool outlines six recommendations to support educators in uncovering and eradicating hidden bias.

By the end of this section, you should be able to:

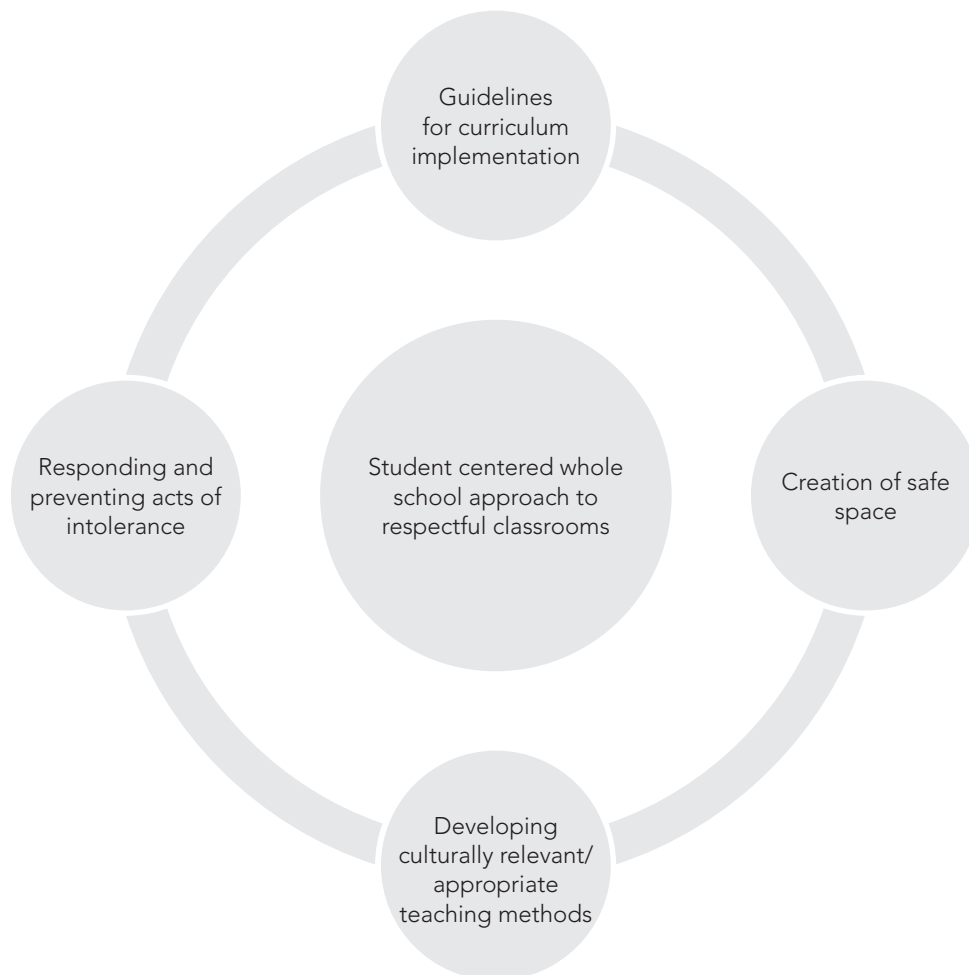
- ✓ become aware of personal biases;
- ✓ recognize that personal bias can be transferred into the classroom;
- ✓ consciously create time and space to reflect upon personal biases to avoid imparting them upon your pupils;
- ✓ develop a plan for counteracting your own biases.

9 In S. L. Wessler, 2003, Rebuilding classroom relationships – It's hard to learn when you're scared, in *Educational Leadership*, Vol 61, No. 1.

Tool 3: Methods of dealing with difficult topics related to discrimination of all kinds

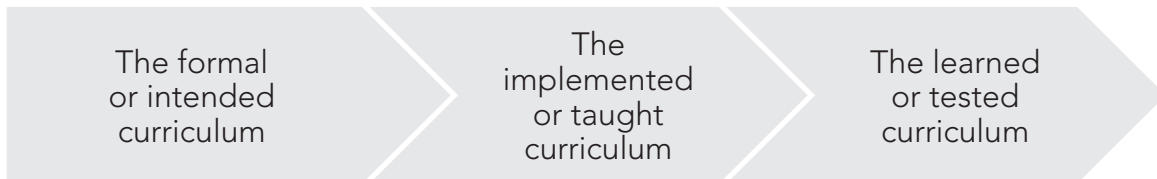
Teaching Respect for All directs all educators to address what can be perceived as the uncomfortable and challenging task of dealing with discrimination in the classroom. In some instances, the topic of discrimination will arise due to formal curricular prompting. In other cases, discrimination will enter the classroom as part of the informal curriculum or general interactions with pupils and the community at large. Equipping pupils with anti-discriminatory tools and resources in the classroom can positively influence their interactions outside this formal space.

This tool provides four methods to approach these difficult topics within an educational setting. Ideally, you will draw from each of these methods and use them in collaboration in order to provide your pupils with the richest learning environment:



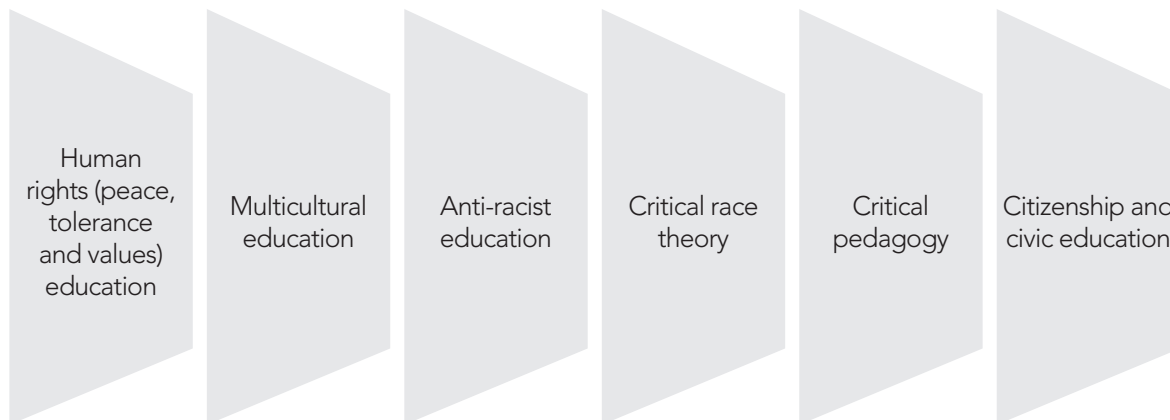
Method 1: Guidelines for curriculum implementation

'Curriculum' can be an elusive concept, referring to many different things. For the purposes of this method, we will define 'curriculum' to include the sum total of learning opportunities experienced by learners to attain certain intended or unintended educational goals. The sum total of experiences include the physical and social structure of the classroom, school relationships, role of the teacher, policies and practices, learning activities, assessments, textbooks, tools and other learning materials. In this way, 'curriculum' includes both the formal curriculum as well as the informal curriculum. Additionally, 'curriculum' can be further broken down into three main types or stages¹⁰:



Developing a curriculum for *Teaching Respect for All* entails understanding and accepting the gaps between the formal or intended curriculum, the implemented or taught curriculum and the learned or tested curriculum. A good *Teaching Respect for All* curriculum will incorporate a hybrid to address the themes in all spheres.

There are six typologies, as shared in Module 6 from the *Teaching Respect for All Ecosystem*:



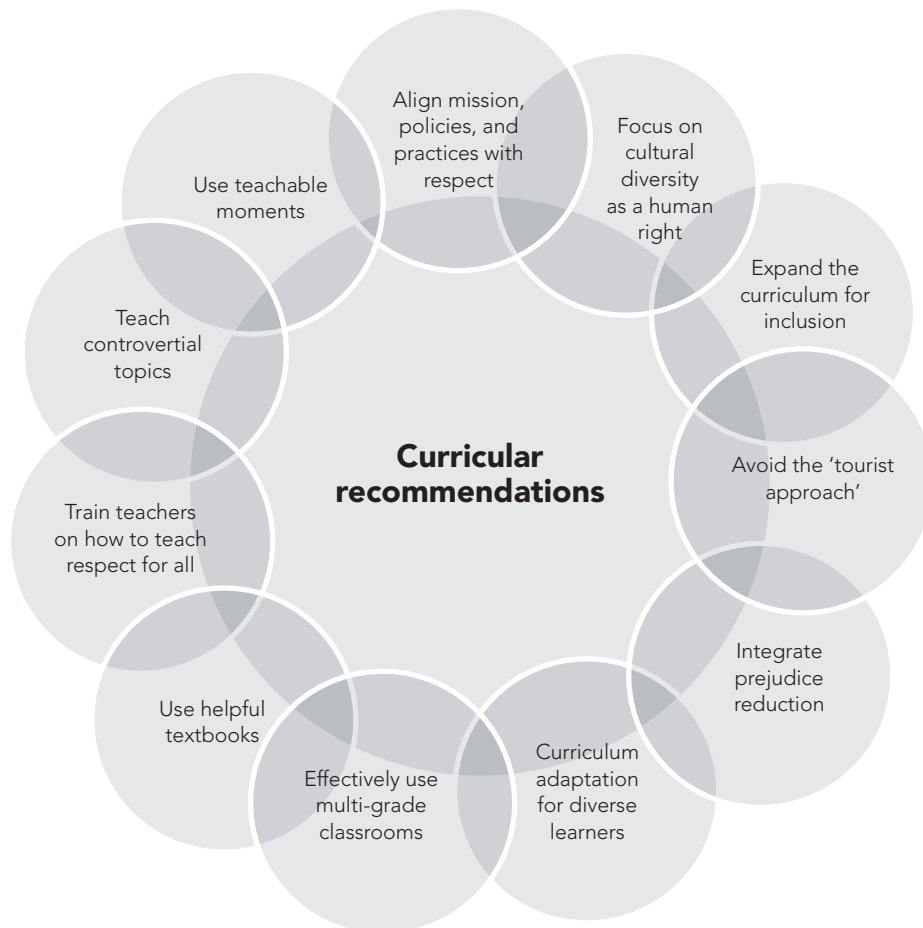
Each of these typologies suggests distinct ways of combating discrimination through and in education. Each of the typologies, though independent, also shares cross-cutting themes.

Drawing upon commonalities can support development of overarching recommendations for curriculum reform. Refer back to the Ecosystem for further elaboration of the six typologies and to draw additional suggestions and ideas.

A *Teaching Respect for All* approach to curriculum should meet the needs of all learners as defined along a number of dimensions, such as religious affiliation, ethnicity, language, gender, sexual orientation, age, class, special needs, or exceptionality, and modes of learning. The *Teaching Respect for All* approach should make the implicit curriculum evident and therefore more accountable. The curriculum should challenge stereotypes, curriculum priorities and accepted practices and seek to build a fair and just learning community¹¹. The following are a series of recommendations using various curricular tools to address difficult issues in discrimination.

¹⁰ See International Bureau of Education (IBE), 2011, *Addressing socio-cultural diversity through the curriculum*, E-forum 2011 Discussion Paper (<http://www.ibe.unesco.org/en/communities/community-of-practice-cop/annual-e-forum.html>).

¹¹ See K. S. Carroll, 2008, Building a Learning Community through Curriculum, *International Journal of Progressive Education*, Vol. 4(3), pp 53-73.



Recommendation 1: Align the policies and practices of your classroom and the school so that it places value on respecting human dignity and human rights

Founding documents for the school or organization should reference respect for human rights. It is important to incorporate a human rights focus into classroom rules and other guiding documents for everyday operation of the school or classroom, as they are important reference points for teachers, school officials and community members as they plan policy and carry out the work of their organizations, whether it is a school, community centre or youth centre. School policies, practices, rules and mission statements are addressed in a variety of ways, such as in the development of curricula, budgets and appeals. The curriculum goals for the school or organization, built on the founding documents, should therefore include language of respect.

Classroom rules should be developed using a human rights-based approach, such as ensuring that the class participate in the development of the rules. Classroom rules could be framed using human rights language. By allowing the pupils to participate in making the classroom rules, you are including them in a holistic approach to tolerance building.

Reflect: What are the governing values in my school? Do they address respect for human rights? How can I include these values to be mirrored into the classroom?

Recommendation 2: Focus on cultural diversity as a human right

Curricula should reflect the idea that cultural diversity can be supported as a human right. The Universal Declaration of Human Rights states:

- Art 1: All human beings are born free and equal in dignity and rights.
- Art 15: Everyone has the right to a nationality.

- Art 16: Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- Art 18: Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
- Art 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
- Art 21: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- Art 23: Everyone, without any discrimination, has the right to equal pay for equal work.
- Art 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- Art 27: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Thus, curricula should prepare pupils to see diversity as a right. Curricula should re-direct discussion of discrimination into discussions of how the bases for these forms of discrimination run counter to the human right of being granted the right to religious association, to freedom of thought, to life without discrimination. Through this process, curricula will empower pupils to understand the rights afforded to them and their fellow peers.

Reflect: How can I re-direct negative discussions of discrimination to focus on the rights included in cultural diversity? How can I include concepts of the Universal Declaration of Human Rights into classroom activities?

Recommendation 3: Expand the curriculum for inclusion

Curricula should reflect a concept of diversity. Expand the curriculum in ways that strengthen the pupil's self-concept as well as individual and group identities, but also acknowledge other people, places and perspectives. The holidays, celebrations and stories of other cultures are excellent starting places to help children appreciate difference. All cultures have specific celebrations, rituals, ceremonies and stories that reinforce their values. Include celebrations from around the world such as Ramadan, *Omisoka*, Fiesta of Our Lady of Guadalupe, Hanukah, St. Lucia Day, Christmas, or even those that may differ in the neighbouring village or town. This is considered a first step toward a curriculum that is more 'anti-racist' and focused on prejudice reduction.

Reflect: Does my curriculum reflect a narrow scope of diversity? Does it embrace the life histories and stories of just a few peoples or many? How can I ensure multiple perspectives are included? In what areas can I broaden limited perspectives? What resources do I need?

Recommendation 4: Avoid the 'tourist approach' to curriculum

Tourists visit and then leave. A tourist approach to the curriculum adds token faces, names and celebrations to the curriculum in a few predictable months out of the year and doesn't return until the following year. This is a superficial approach to diversity and communicates insider and outsider status. Use a balanced approach that integrates knowledge of other people, places and perspectives in the everyday workings of the classroom throughout the year. Also, use a balanced approach when comparing similarities and differences. Everyone has similar biological needs, such as the need for food and shelter, but may satisfy these needs differently depending on culture, resources, politics, economics, language, geography, religion, and custom.

Reflect: Am I incorporating meaningful teaching material/content to reflect diversity? Do I showcase my knowledge of multiple perspectives that are important to all my pupils? Do any of my pupils feel alienated from the classroom because they do not relate to the curriculum? What curricular additions can I make to ensure that all pupils feel like natives in my class?

Recommendation 5: Integrate a prejudice reduction component

While the curriculum can provide opportunities for pupils to gain a positive self-concept as it relates to inclusivity, pupils should also be cognisant that prejudice, discrimination, unfairness and hate that is harmful, can escalate towards negative consequences. The curriculum should also provide pupils with knowledge and tools to protect their rights and the rights of others. The curriculum needs to give pupils an understanding that hate hurts and is harmful, not only to the victim, but also to families, communities and wider society. In addition, teachers must help equip pupils with the knowledge, skills and even the language to feel empowered to act in an appropriate manner, so as not to become a bystander.



Negative impacts

Reflect: How do I empower my pupils to gain a positive self-concept? Do my pupils comprehend the negative impacts of discrimination both for those subject to alienation as well as the wider community and society? Do my pupils have the skills to combat discrimination? How can I further empower them?

Recommendation 6: Modify and adapt the curriculum to meet the needs of diverse learners

While making modifications or changes to the content of curriculum may not be possible in some contexts, find opportunities to make small changes that might benefit pupils. Modification of the content or instruction can be simply made by asking critical thinking questions, providing positive examples of different ethnic, or 'racialized groups', inviting guest speakers from the community, extending the curriculum to encompass the special needs of the pupils, or by supporting instructions through pupils' mother tongue and indigenous languages. Resources are not limited and can also include technology-enabled curricula and virtual exchange opportunities. Slight modifications of the curriculum in some contexts may be difficult and require approval from a higher authority. Be creative with the modifications.

Reflect: What small changes can I make in my curriculum that can be implemented tomorrow? What resources can I draw upon to support the incorporation of material to meet my diversity needs? What questions might I ask each day to spark critical thinking among my pupils?

Recommendation 7: Use multi-grade classrooms effectively

Teaching in a classroom where there are combinations of learners from more than one grade can present challenges, but also opportunities for curriculum adaptation, teachable moments and conflict resolution. Multi-grade classrooms usually require a variety of curriculum materials and sometimes teaching the same topic at different levels. But multi-grade level settings may have few resources to work with. This provides an opportunity

for teachers to improvise by recruiting tutors, helpers, paraprofessionals and local experts from the home, village or other nearby communities. These people might serve as positive role models for pupils, especially for girls, if there are few female teachers in the school. Large multi-grade classrooms may engender much interaction and possible conflict. This creates many teachable moments that can be used to teach conflict resolution skills, and help parents, pupils and other teachers understand that multi-grade classrooms and schools are not inferior, and that pupils in these classrooms deserve fair treatment.

Reflect: If you work in a multi-grade classroom, how can you use the multi-grade aspect to strength your teaching of tolerance? What roles can older and younger pupils play in this process?

Recommendation 8: Choose textbooks that support teaching respect

Textbooks are overt symbols of the school curriculum and possess the power of the written word. One study reported that at least 80 to 95 per cent of class time was spent with textbooks and that teachers relied heavily on them for instructional decision-making. Children's literature, as well as textbooks, can offer opportunities for pupils to journey to faraway places, meet different peoples, and engage in exciting adventures without leaving the comfort and protection of their homes, villages, town, or urban centres. Textbooks and other print materials and digital media can support the teaching of controversial topics. Where there are few or no textbooks, storytelling and developing one's own textbook may substitute. But textbook materials can also be a double-edged sword, as they can reinforce or perpetuate stereotypes, limit perspective on a singular group's narrative or discredit a particular group of people. The following guidelines can help in selecting supportive books, media, and resources:

- Textbooks and children's literature should not stand alone; they should supplement other forms of child-centred materials and instruction, such as storytelling, playing games and singing.
- Teachers should be familiar with the book or media source before introducing it to the class.
- Check materials for bias. Books and other media should not reinforce stereotypes. Are males and females depicted in gender-stereotyped roles? Are images of people with special needs shown in a demeaning light? Who dominates the story line? Who is left out?
- Select books that have a special meaning to the histories and cultures and experiences of your pupils, but also of other ethnic or 'racialized groups'. Use books to extend the knowledge base of pupils.
- Expose pupils to more than one book and one perspective on a topic. If few books are available, ask for donations or materials from parents or the community so that the teacher and class can make their own books.
- Select reading materials and media that take an intentional anti-bias focus.
- Discover ways to use familiar stories and folktales to support fairness, tolerance and respect.
- Discuss the book. Help pupils make a connection to respect and anti-discrimination.
- Books can build bridges. Use books to facilitate dialogues about difficult subjects and make connections to the home and community.

Reflect: Who and what is represented in the textbooks and literature books used in class? How are these people and ideas presented? Are the books respectful and embracing of all cultures? Can all pupils identify at one point with the text? What additional materials, both formal textbooks and literary books, should I include to make the content more inclusive?

Recommendation 9: Educator professional development on TRA themes

Educators are an inherent part of the curriculum as they provide the link between what policy says should be taught and what pupils are presented with in the classroom. Thus, equipping educators with the knowledge and skills to impart influential content to their pupils is important to ensure educator confidence over mastery of material and to also ensure educators are in agreement with the values and themes of the content. Educators are encouraged to embrace controversial topics and to confront acts of discrimination. When discrimination is not confronted, it communicates the message that the behaviour is tolerated. Anti-discrimination education requires teachers to reflect on their own biases and receive professional development/training as needed. Anti-discrimination education also requires teachers to have a shared sense of professional values and a code

of conduct that encourages them to ask for help, if needed. Seeking advice from school officials, parents, community, elders and other teachers is helpful in determining the best course of action. This also allows educators to engage with various stakeholders in the community.

Reflect: Do my colleagues and I agree on shared definitions of respect and anti-discrimination? Am I confident in teaching themes and values reflective of TRA? What kind of training would I find helpful to teach a respect-based curriculum? What skills do I lack to enforce this type of approach? Where can I get this training?

Recommendation 10: Embracing controversial issues

It is becoming more difficult to avoid discussing controversial topics in the classroom. Increasingly, teachers and pupils have access to global media and world events, even if only through a mobile phone. Pupils today are more aware of current events than ever before. This awareness can be used as an opportunity to discuss controversial topics and can help pupils develop critical thinking and communication skills, as well as conflict resolution skills. It is important for pupils to understand how topics become controversial - whether it is due to competing interests, politics, economics, values, histories, perspectives, or realities. To avoid information silos that reinforce a singular opinion, especially on controversial topics, educators should look to provide multiple sources that reinforce understanding multiple perspectives. A simple entry point could be through engaging students in a media literacy curriculum, where understanding perspective is inherent to the subject matter. A media literacy curriculum tends to develop pupils' understanding of a 'point of view', often bring in various resources and examples to help students understand multiple perspectives. Examples can range from a diverse set of media (video, print, etc.) to a diverse set of authors (and possibly cultures) to increase student knowledge and broaden horizons. Curriculum standards in some countries even require controversial subjects to be taught; however, in some settings it may be best to talk to other teachers or school authorities before engaging in some controversial topics.

Reflect: Does your school/curriculum allow you to embrace controversial topics? Do I see value in confronting challenging issues in the classroom? What challenging topics would interest my students? What resources can I provide that build multiple perspectives and avoid reinforcement of information silos? How can you use debate and discussion to increase anti-discrimination?

Recommendation 11: Use teachable moments in the curriculum to model dialogue and teach controversial topics

Controversial subjects may arise spontaneously in the classroom. This offers a 'teachable moment' or an unplanned opening in the school day for both teacher and pupil to engage in open and honest dialogue. Teachable moments may occur outside the formal curriculum or they may occur within a planned curriculum. Teachable moments offer an excellent opportunity to teach controversial topics, while reinforcing empathy, respect and decision-making. Discussing controversial topics also models effective communication strategies to pupils.



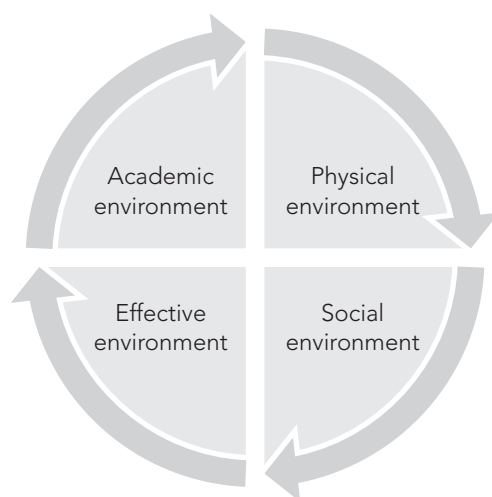
- Begin with setting ground rules for pupils. Invite the participation of pupils in developing the rules and consequences. An important rule to include is respecting all people's opinions by creating a safe space where all feel they can share their opinions.
- Discuss why or how the topic became controversial in the first place.
- Allow only bias-free language in the discussion of the topic.
- Disagreements should not be personalized. Emphasize that it is okay to disagree with ideas, but not dislike the people that hold them.
- Opinions should be accompanied by reasons or facts.

Reflect: How can I take advantage of teachable moments? What teachable moments can I anticipate in my lessons due to the content? How can I do more to embrace a teachable moment?

Method 2: Creation of safe space

Example: Second Regional Comparative and Explanatory Study, School Climate

School climate was found to be the strongest correlate impacting school achievement among Latin American pupils, according to the Second Regional Comparative and Explanatory Study (SERCE) conducted by UNESCO Regional Bureau for Education in Latin America in collaboration with the Caribbean UNESCO office¹². Segregation of pupils due to their socioeconomic status was ranked second, with school resource factors also cited as contributing to the achievement gaps noted among pupils. The findings were considered significant. The study examined over 200,000 pupils in Latin America and is hailed as one of the most important in the history of Latin America and the Caribbean. The report concluded that schools, teachers and administrators, which make up key aspects of the school climate, were the deciding factor most affecting pupil achievement. While socioeconomic factors were important, school-climate variables came out on top.



School climate is an integral component in determining pupil achievement. School climate is characterized by the shared assumptions, values, beliefs, norms, relationships, instructional practices and organizational structures of the school. School climate functions in an invisible manner, deeply imbedded in the inner workings of the school or organization. School climate is often articulated by how members feel about the organization. School climate is composed of:

These elements of school climate are overlapping and interconnected. They do not function alone. As demonstrated in the SERCE, school climate functions with other social demographic variables in impacting school performance.

¹² See Regional Bureau for Education in Latin America, June 2008, *Student achievement in Latin America and the Caribbean: Results of the Second Regional Comparative and Explanatory Study (SERCE)*, Santiago, Chile, OREALC/UNESCO.

There are many ways to create a supportive and nurturing school environment. Below are recommendations for how to encourage respect building in each of the four types of school environment:

Physical learning environments that encourage respect and contribute to a positive school climate limit overcrowding and function as safe and secure places for pupils to learn and grow. Limiting overcrowded classrooms may not always be possible in multi-grade settings or schools in impoverished rural areas. While the classroom may be large, it still can be well organized to involve pupils in self-study and cooperative group work, which reduces conflict.

The threat of violence of any kind is a violation of pupils' rights and will spoil even the physical surroundings. Pupils bullied or bothered by other pupils or teachers in schoolyards, halls, private facilities, such as bathrooms, lunchrooms, or playgrounds, should not be allowed. School grounds and facilities should be appropriately monitored.

Reflect: What can I do within my classroom to create a learning space that encourages respect? How can I emulate a safe space for students in my classroom? What actions can I take to promote a safe school climate outside my classroom?

Social learning environments that enhance dialogue, interaction and tolerance are ones where interaction is encouraged and self- or imposed segregation is discouraged. Harassment, name-calling and bullying are not ignored, but responded to in an appropriate manner. School staff, faculty, teachers, parents and pupils should have clear communication channels as well as mechanisms to resolve conflicts. Parent and community participation should be encouraged. Teachers and school staff can work with community officials to create opportunities where pupils and parents of different cultural backgrounds can come together to participate in leisure activities. In the same spirit, avenues should be developed for teachers, pupils, parents and community to play an active role in school activities.

Reflect: How do I encourage dialogue and interaction between all stakeholders in the community? How can I create opportunities for pupils to interact with parents? Parents with the school administration? Pupils with the school administration? What actions do I take in school to stop and to discourage harassment, name-calling, bullying and other forms of discrimination? How are clear communication channels fostered in my school?

Effective learning environments embrace diversity, foster a sense of community and fairness. A key element of school climate is characterized by trust, cooperation, respect and fairness. Rules and regulations should be applied fairly. When pupils or parents perceive that the majority group in the school does not have their best interests in mind and/or seeks to undermine their progress, morale and academic progress, achievement plummets. Teachers, school personnel, parents and community should feel appreciated and that they have a voice in school matters. Educators should refrain from using a deficit perspective - one that blames families and communities for pupils' academic achievement. Instead, identify opportunities for stakeholders to cross-communicate effectively.

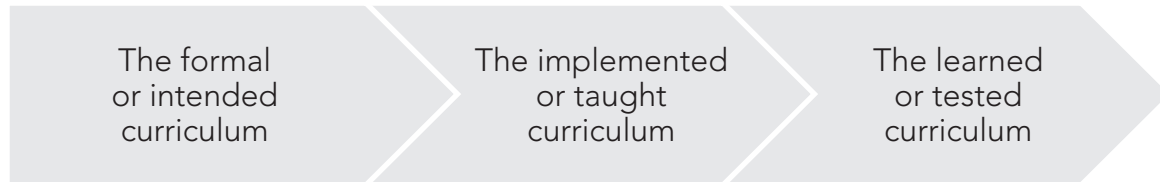
Reflect: Are rules applied fairly in my school and classroom? Do I view my pupils differently? How can I ensure that parents, community members and pupils feel appreciated and have a voice in school?

Academic learning environments that promote respect have high expectations for all pupils and create conditions for inclusiveness. High expectations are set for all pupils. Pupils are given equal access and opportunities to learn from well-trained teachers. Teachers vary their teaching methods and instructional materials so that all pupils and ways of knowing and learning are supported.

Reflect: Do I set high expectations for all pupils? Do I teach and test based on different learning styles? How can I be more inclusive?

Method 3: Developing culturally relevant teaching methods

To develop culturally relevant teaching methods, it is important to understand the nuances in curriculum development. As such, the curriculum can be broken down into three categories as follows:



Within this model, educators play a critical role in the second category of curriculum: the implemented or taught curriculum. In order to deliver the curriculum, the methods that a teacher uses encompass a range of skills, practices, strategies and philosophies about teaching and learning. Teachers may also adopt a variety of methods as they seek the most effective way to meet pupils' needs.

Teaching Respect for All does not promote one teaching methodology over another. It recognizes that the way in which teachers instruct may be defined and confined by cultural norms and policy. *Teaching Respect for All* does promote a differentiated approach to education, one that provides suggestions on how to make all teaching methods more culturally relevant and appropriate for promoting a respect-based, anti-discrimination educational setting.

Curriculum differentiation is defined as the process of modifying, adapting, or changing the curriculum and instruction in ways that enhances the diversity of learning styles, abilities, intelligences and ways of knowing.¹³



While pupils may face many obstacles in their homes, schools and communities, teachers are in the coveted position of being able to innovate when it comes to modifying their instruction. We associate innovation with technology, and not so much with teaching. Yet, differentiating the curriculum or instruction involves helping struggling learners to equally achieve at high levels. Learners might struggle due to a variety of reasons such as mental limitations, fear of discrimination, lack of knowledge in the language of instruction, or lack of parental support. When differentiating instruction, you must know your pupils, the reasons for their struggles and anticipate ways to facilitate their learning.

Guidelines for developing culturally relevant/appropriate teaching methods:

- Promote full participation
- Use culturally responsive methods
- Increase personal cultural competencies
- Evaluate and modify teaching materials
- Foster a culturally caring learning community
- Deliver instructions for understanding

13 See UNESCO, 2004, *Changing Teacher Practices, using curriculum differentiation to respond to students' diversity*, Paris, France.

- Make clear their personal views from the onset, also making time for others to put forward their own
- Respond to discrimination

Guideline 1: Educators have the responsibility to promote the full participation of all pupils and help create conditions that would lead to improving access to a positive and affirming learning environment

Teaching methods, curriculum and learning environments need to be closely aligned with the special educational needs of pupils. Pupils with special needs are likely to require more attention and have additional requirements than other pupils. Special needs might include language support, protection from discrimination, or extra educational support resulting from linguistic, social, or disability discrimination. The learning environment for these pupils should be positive and affirming. Teachers need professional development in the most effective ways to support children with special needs. Depending on the disability, inclusion in the classroom might not always be possible. In these cases, ensure that educational opportunities are still provided is important. However, it is also important to remember that pupils that do not have special needs benefit from interaction with pupils that do.

Reflect: What do I do to promote full participation in my class? How can I do more to support and include pupils with disabilities?

Guideline 2: Use culturally responsive teaching methods to teach respect and combat discrimination

There are four attributes to a culturally responsive teaching practice:

- (1) Increasing your own cultural competency skills and knowledge base;
- (2) Evaluating and adapting culturally appropriate teaching materials;
- (3) Fostering a culturally caring learning community;
- (4) Implementing instruction in a way that maximizes pupils' opportunities for understanding, while affirming who they are.¹⁴

Reflect: Am I aware of my limits of cultural competencies in teaching? What more could I do to increase cultural responsiveness

Guideline 3: Increasing personal cultural competency skills and knowledge base

Know who your pupils are, where they come from, and something about their hopes, dreams and fears. It may help to visit the communities and villages where they live and places they and their families frequent. Try to incorporate this information into the curriculum and your teaching methodologies. Invite families and community groups to meetings where they can get to know you, and you can get to know them. Introduce yourself by sharing the value you place on diversity and respect in the classroom. Invite ideas from families and communities on how they might participate in school and classroom activities.

Reflect: How well do I know my pupils? Do I have an expanded knowledge of the pupils in my classroom, including their history and background? How do the curriculum and the methods I use to deliver the curriculum maximize pupils' life chances, as well as the ability to protect their rights, while respecting the rights of others? What steps could I take to understand them and where they come from better?

¹⁴ See G. Gay, Culturally responsive teaching: Theory, research, and practice, in J. A. Banks (ed.), *Multicultural Education Series*, New York, Teachers College Press.

Guideline 4: Evaluate and modify teaching materials so that they are culturally appropriate and relevant to your context

Differentiating instruction can be accomplished by evaluating the strengths and weaknesses of teaching materials to determine what modifications may be needed. Adapt methods and materials as needed to increase their relevancy, quality and efficiency. Recognize the power that curriculum embodies. Curriculum has the power to convey information, as well as skew it. What is not included between the pages of a textbook or on a website can communicate just as much as what is included.¹⁵

Reflect: What is being communicated implicitly through the curriculum? What can you do to counteract the discrimination inadvertently being communicated?

Guideline 5: Foster a culturally caring learning community

A learning community is a group of people working toward a common goal. Use pupils' cultures, language, and background as a way to help them construct new knowledge that moves them closer to achieving that common goal. Use examples that are familiar within a language that affirms them. A coach of a sports team uses this strategy to build a strong team. This methodology is called cultural scaffolding. It is as appropriate for use in informal education settings as it is for formal education settings. Guiding questions for this strategy include: What are the capacities and vulnerabilities of my pupils? What are my capacities and vulnerabilities as a teacher? Are my choice of instructional methods and materials enhancing pupil learning?

Reflect: In what ways do I help pupils establish a common goal? What else could I do to foster a culturally caring classroom?

Guideline 6: Deliver instruction in a way that maximizes pupils' opportunities for understanding and tolerance, while affirming their unique identities

Consider whether your instruction and communication style makes learning easy and equally relevant to all pupils. If you are using cooperative learning activities or peer groups, have you considered how privilege and power within and among these groups may affect group dynamics and therefore participation? Try to equalize or dissipate power dynamics in the classroom by carefully selecting groups and monitoring group performance and feedback. Keep in mind that pupils often return to the same sets of power dynamics in the home and community after leaving school.¹⁶ Constructively involve parents and the community wherever possible.

Reflect: How do I deliver instruction to my pupils? Do my directions privilege certain pupils over others? How do I form groups for group work? In what ways can I work to equalize power dynamics among pupils?

Guideline 7: Respond promptly to acts of discrimination, harassment and bullying

Keep in mind that responding to acts of intolerance sends a clear message about respect for human dignity and human rights. Teachers who teach respect respond quickly and efficiently to acts of intolerance. It is very important to follow policies and procedures in submitting a complaint. If you are unsure of what to do, ask another teacher or a school authority figure. Schools as well as other informal education organizations are unable to respond appropriately to acts of discrimination if they are unaware of them. Pupil-initiated reporting mechanisms should also be available, and pupils should be aware of these mechanisms and how to use them. This enables pupils to be proactive in speaking up for their own rights and the rights of others.

¹⁵ See G. Gay, *Culturally responsive teaching: Theory, research, and practice*, in J. A. Banks (ed.), *Multicultural Education Series*, New York, Teachers College Press.

¹⁶ See G. Gay, *Culturally responsive teaching: Theory, research, and practice*, in J. A. Banks (ed.), *Multicultural Education Series*, New York, Teachers College Press.

Reflect: Do I respond to acts of discrimination quickly? Do I make it clear to my pupils that discrimination, harassment and bullying are not appropriate? How can I improve at responding to discrimination as it occurs?

Method 4: Responding to and preventing acts of intolerance

The response, or lack thereof, to acts of discrimination, intolerance, harassment and bullying communicates a tremendous amount. When discriminatory acts are responded to quickly, it is made clear that such acts are not appropriate. Quick action also helps establish a supportive environment. Conversely, inaction sends a message of acceptance for the discrimination and can build a culture of fear and intolerance in school.

The following are mechanisms you can enact and follow in your school or organization to help respond to and prevent acts of intolerance:

- Teacher response policy to acts of discrimination, harassment and bullying.
- Student-initiated reporting mechanisms should also be made available.
- Support the victim or intended target(s) of the act.
- While prevention is the best option, develop activities to promote healing, reconciliation and peace.
- Understanding how intolerance works, increases prevention.

Mechanism 1: Educator response policy to acts of discrimination, harassment and bullying

Educators must respond quickly and efficiently to acts of intolerance. They should follow policies and procedures in submitting a complaint to administration. If there are no clearly defined or written policies and procedures, schools should work to create one. Educators should also engage with parents immediately. Teachers should report acts of discrimination, as schools as well as other informal education organizations are unable to appropriately respond to acts of discrimination if they are unaware of them.

Reflect: Does my school have a policy for reporting discrimination? If not, how can I help create one?

Mechanism 2: Pupil-initiated reporting mechanisms should also be made available

Pupils should be aware of avenues for safe communication and how to use them effectively. This enables pupils to be proactive in speaking up for their own rights and the rights of others. Teachers should make sure that pupils are aware of avenues for safe communication.

Reflect: Do I make myself available as an avenue for pupils to discuss discrimination against them? Do my pupils know where to go to get support for discrimination and how to report it?

Mechanism 3: Support the individual/groups/intended target(s) of the act

The individual will need the support from teachers, counsellors, school officials and parents to counteract feelings of humiliation and shame. Bystanders need training on how to effectively intervene.

Reflect: What kind of support exists for unintended targets in my school? Do I make myself available as a support system? If not, how can I do a better job of this? Is there training I can seek to support me in this process?

Mechanism 4: While prevention is the best option, develop activities to promote healing, reconciliation and peace

Open shows of support and respect lessen the likelihood of vengeance and retaliation. Correct misinformation by, for example, displaying posters, signs, buttons and other artefacts with specific messages that denounce hate and showcase respect; organize a peaceful show of unity; role-play effective intervention strategies to a particular or hypothetical incident, or hold a class meeting and discuss a discrimination incident with your pupils. Most importantly, refrain from silence. Help pupils to develop alternatives to hate and discrimination by using incidents of discrimination as teachable moments.

Reflect: What activities have I developed and used to promote healing? What new activities can I develop to discuss and address issues that I can anticipate will occur?

Mechanism 5 : Need for understanding the mechanism of intolerance

Discrimination arises out of the belief that certain groups of people are superior to other groups. The belief that certain racialized or ethnic groups are not as good as others, or the belief that the indigenous populations of a country are inferior to immigrant settlers can create superiority beliefs. This superiority is often believed to be inherent and a justification for mistreatment; however, it is not a justification. In order to fight discrimination at its roots and respond meaningfully to it, one must understand the how and why of discrimination.

Reflect: Am I aware of the different forms of discrimination in a classroom? How can I become better educated on the discrimination present?

Concept check: Methods of dealing with difficult topics related to discrimination of all kinds

This tool explored different ways to counteract discrimination through curriculum, the creation of safe space, teaching methodology and through responses to acts of intolerance.

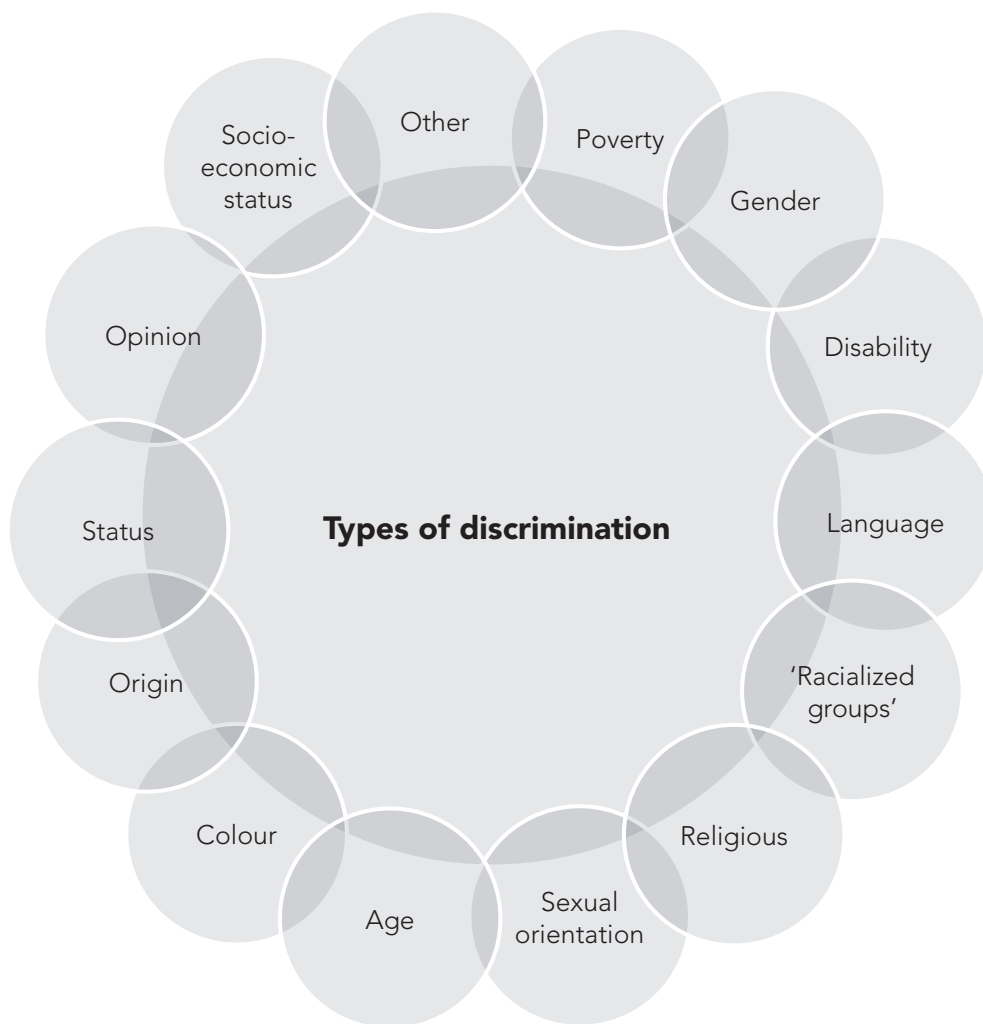
By the end of this section you should be able to:

- ✓ develop a strategy for how to expand and adapt curriculum to fit the needs of a diverse classroom and diverse learners;
- ✓ understand the importance of identifying diverse literature and textbooks which will support an inclusive learning environment;
- ✓ differentiate instruction to best support all learners;
- ✓ identify when and how to use teachable moments to counteract discrimination;
- ✓ create safe space within the classroom and school for respect and mutual understanding;
- ✓ identify ways and opportunities to implement various teaching methodologies to increase respect building in the classroom;
- ✓ recognize the importance of knowing your pupils' demographics to include background and history;
- ✓ identify how you should respond to acts of intolerance, should they occur, and where to report them;
- ✓ encourage pupils and support pupils to report and respond to acts of intolerance.

Tool 4: Clarifying the concepts – Types, motives and forms of discrimination

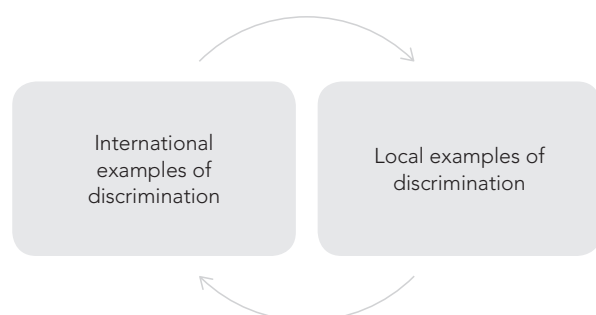
Discrimination can be a complex notion and as a result, can be complex to teach. *Teaching Respect for All* focuses on eliminating discrimination in and through education. While policy is one way to address discrimination in education, as previously discussed, safe classroom environments are equally as important to eliminate discrimination in education.

Tool 3, above, explored several methods of dealing with difficult topics, among which were the use of teachable moments, either created or spontaneous, as well as the encouragement of discussion on tolerance, discrimination, stereotyping and culture. Educators must also be equipped and confident to teach and discuss causes, themes and values that align with anti-discrimination.



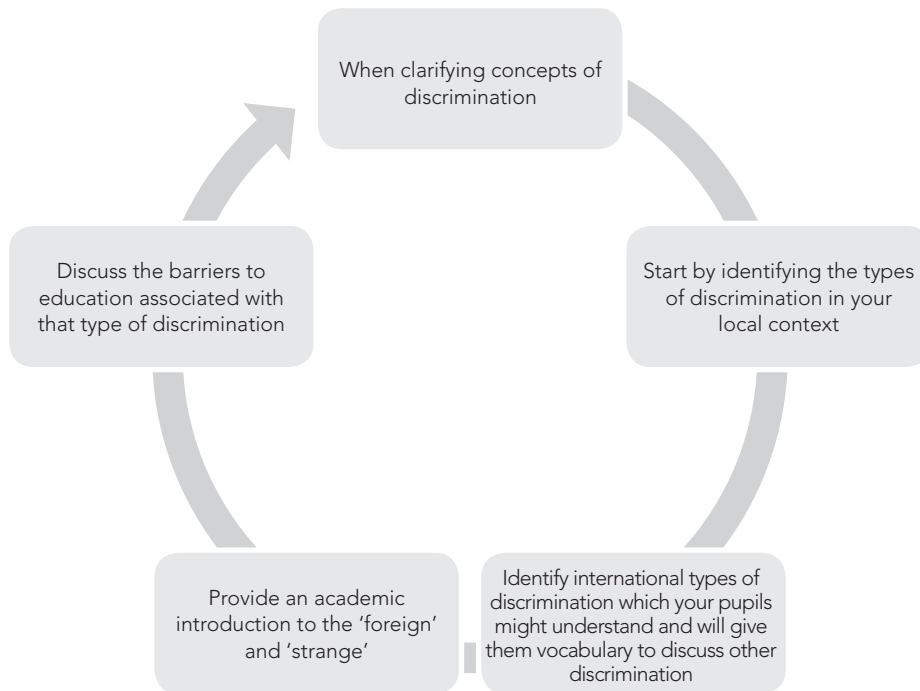
As a starting point, the Ecosystem identifies fourteen common forms of discrimination. Contextualize how discriminatory actions are manifested in your local community and draw parallel examples from other communities to showcase its universal challenges. It can be helpful to give language to understand very localized and sometimes culturally entrenched forms of discrimination. By understanding discrimination in a multitude of forms through a variety of situations, students can be well informed and readily identify when it occurs.

Reasons for discrimination are vast and can arise from fear of the unknown. Xenophobia, the fear of the foreign or strange, is thus at the root of most discrimination, bias and stereotypes. Using



education as a vehicle for pupils to explore the 'strange' and 'foreign', whether a different culture, language, gender, food, or daily activity, will allow the 'foreign' to no longer be 'unknown'. By identifying your pupils' 'foreign', you can create language for discussing, exploring and/or participating.

Part of understanding and exploring the 'foreign' as it relates to education is also understanding the educational barriers which come with the difference. It is important for teachers to explain and give voice to, for example, the challenges that pupils face who speak a different language at home, or the challenges which a girl faces in attending school during her menstruation.



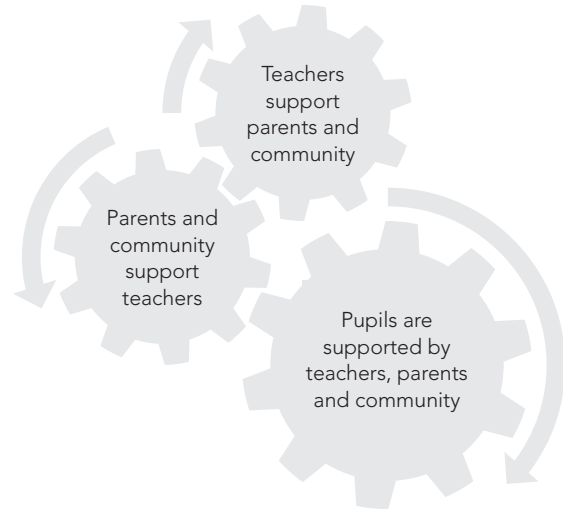
Concept check: Clarifying the concepts – Types, motives and forms of discrimination

By the end of this section, you should be able to:

- ✓ discuss local examples of discrimination with your pupils;
- ✓ draw from international examples of discrimination to create vocabulary for your pupils to discuss local discrimination.

Tool 5: Involving parents and community

Parents and the larger community are important stakeholders in the whole school approach to *Teaching Respect for All*. Schools and learning do not exist in isolation, but as part of a larger community initiative. Both formal and informal school settings must incorporate parents and community leaders in the respect-building process in order to create a systematic change for counteracting discrimination through and in education. Parents have positive contact and relations with the teacher and school are more likely reinforce lessons about respect and are more likely to cooperate when issues occur. In addition, parent and community support is needed because combatting discrimination and intolerance is a society-wide problem. Pupils will need to practise applying what they learned at home as well as in school. Parents also need to be informed about what their children are learning and to have opportunities to participate or even join a parent class that focuses on training parents and communities to combat intolerance.



When parents and community are involved in building a culture of tolerance, a cycle of support is established for building respect both in and through education for pupils.

Parents and community members support teachers. Parents serve as a vital connection to home and culture. Firstly, parents are able to continually support elements of *Teaching Respect for All* at home if they are included in the process. Secondly, parents can serve as an invaluable resource to teachers in a teacher's understanding of the culture in which pupils live. Thus, it can be helpful to invite parents to your classroom and ask them for help with teaching lessons about respect. Parents have real world experiences, skills and contacts that can be helpful. Thirdly, parents can share specific background on their child and together with a teacher, can discuss information about accommodation for special needs and the nature of religious accommodation.

Community members also provide an important link between the academic and the real world. It is helpful to invite someone from a group that has been traditionally excluded or discriminated against, such as an ethnic or religious minority, to serve as the outreach person for the school or to speak to the classroom.

Teachers support parents. Teachers can answer and ease parents' concerns. Teachers can also help parents locate community resources where they can learn more about combatting discrimination. By establishing a connection between the teacher and their resource knowledge and the parents, a well-informed plan can be initiated to support pupils with special needs, or victims of discrimination.

Pupils are supported by both parents and teachers. When parents, community members and teachers work together to create an environment of respect, pupils benefit by having a more inclusive education as well as receiving targeted support. Additionally, as both formal and informal educational programmes expand into the community, there are more opportunities for the development of club or service activities. Clubs or service projects could:

- foster dialogue about human rights and friendly relations among different groups;
- support a wide variety of civil society and initiatives;
- provide staff for people of different backgrounds to engage in fun activities together;
- expose pupils to other parts of town or different groups within the community;
- use technology to connect with other cultures and people internationally.

Concept check: Involving parents and community

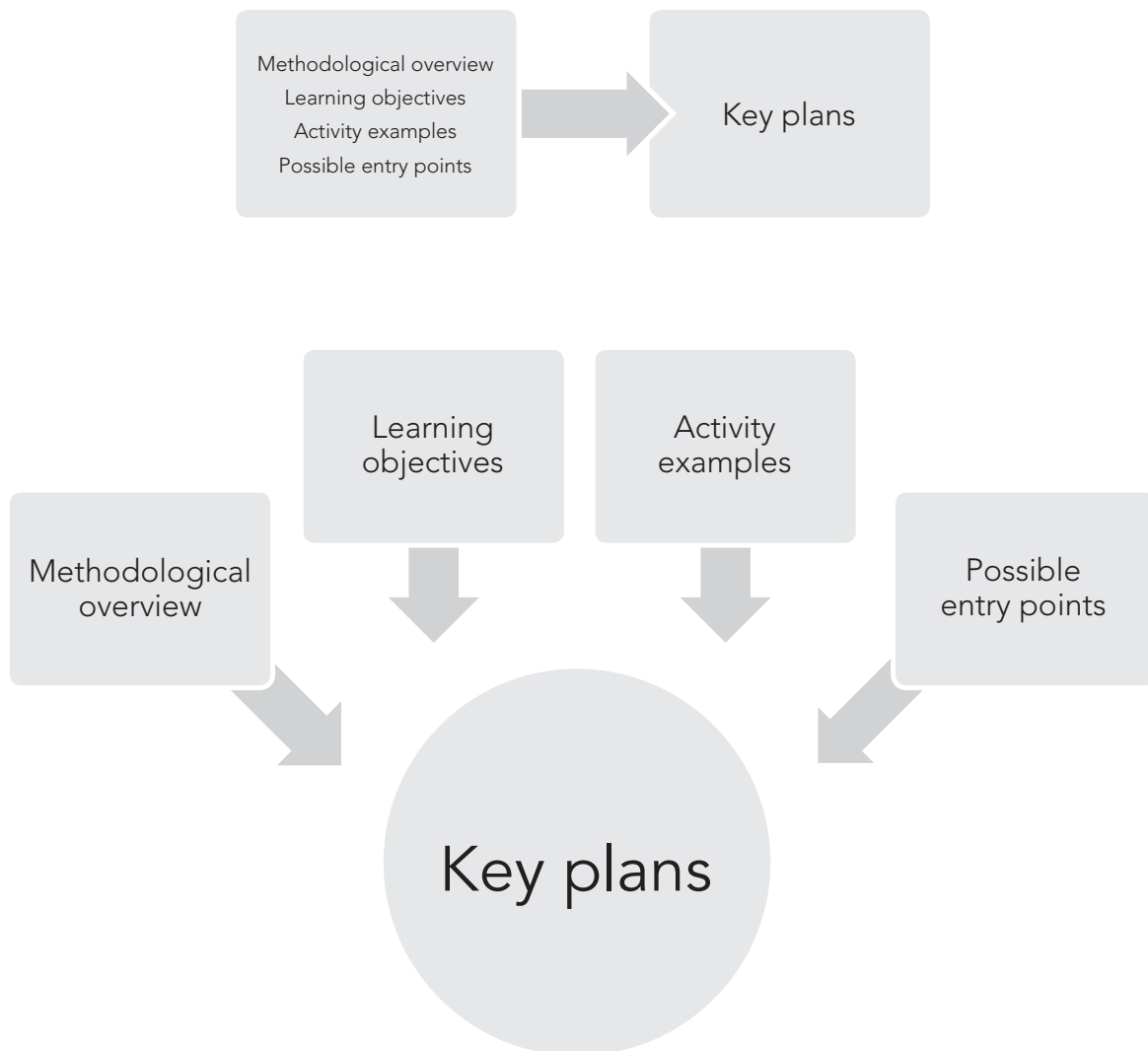
By the end of this section, you should be able to:

- ✓ identify why and suggest how to involve parents in the school process;
- ✓ identify ways in which you can support parents to make the learning experience of their child more inclusive;

- ✓ understand why it is important for parents and teachers to work together to make sure that the educational environment is discrimination-free for pupils and accessible to all.

Tool 6: Key plans – Learning concepts, objectives, topics, entry points and ideas

Counteracting discrimination and teaching respect are context-dependent and *Teaching Respect for All* is intended to supplement and work alongside current school structures and design; *Teaching Respect for All* does not promote a single curriculum as such. Instead, *Teaching Respect for All* provides suggestions and examples for where and how to integrate *Teaching Respect for All* into the classroom:



Building block 6.1: Six educational typologies

The Ecosystem provided a broad overview of educational approaches to counteract discrimination and to teach respect. The following section outlines six typologies employed internationally by teachers and educators to counteract discrimination in and through schools. Each is distinct, but shares much in common with the other typologies.

Human rights (peace, tolerance and values) education

Education that focuses on instilling values that encourage understanding and respect for difference.

Multicultural education

Education that raises awareness, celebrates diversity and responds to experiences of discriminated groups.

Anti-racist education

Education that focuses on the practices of racism and accords minorities an active role in fighting racism.

Critical race theory

Education that focuses on deconstructing power relations, institutional structures and systematic barriers, and acknowledges race as an analytical tool.

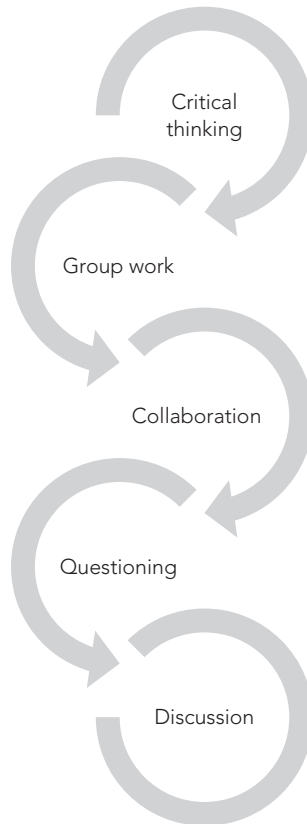
Critical pedagogy

Education that focuses on critical thinking, empowerment and social transformation.

Citizenship and civic education

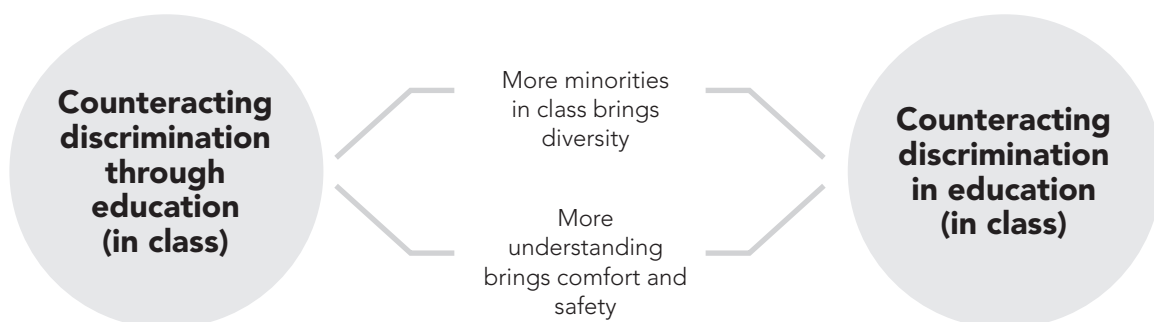
Education that promotes an idea of 'learning to live together' as one community.

Regardless of which typology(ies) you as a teacher choose to employ in your school and classroom, there are some underlying practices which should be used as a guide by all educators as they seek to include elements of *Teaching Respect for All* in their classrooms. In order to meet these ends, teachers should encourage:



Reflect: Do I encourage critical thinking, group work, collaboration, questioning and discussion? How can I do this more effectively?

Building block 6.2: Learning objectives



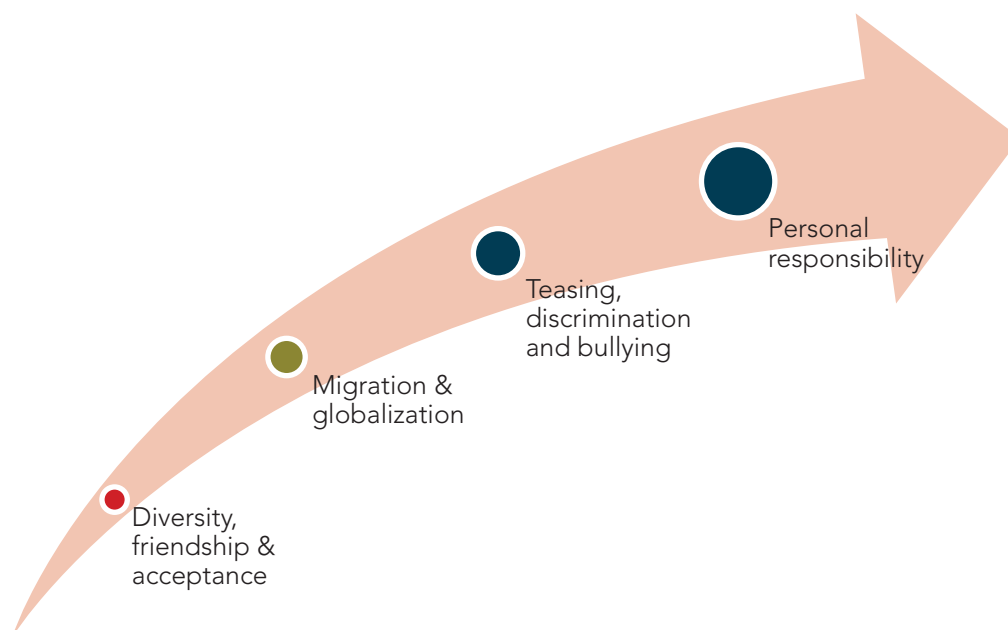
The process of counteracting discrimination through and in education is a feedback within the classroom. As pupils become more tolerant through learning, the classroom and school will become a more welcoming place for diverse pupils, thus further increasing opportunities to learn from and through diversity.

Certain key competencies should be the focus of learning:

Interpersonal relationship skills	Pupils have the confidence to get on with others; they see good in others and can empathize with other points of view. Critical and creative thinking skills are developed within the curriculum and empower pupils to develop research and problem-solving skills as they learn to think differently.
Self-confidence & awareness	Confidence in personal identity and positive self-esteem are developed through teacher modelling, active learning, circle time and interactive games, encouraging pupils to take responsibility. Self-confidence also increases as students learn their background has value and can be valued.
Conflict-resolution skills development	Pupils are helped to develop the language and skills to voice and explain their feelings of injustice and to listen to and respect the views of others. Pupils have the opportunity to attend school councils, and to debate in class and clubs which have power to influence positive change.
Critical thinking	Stereotypes and negative attitudes develop out of ignorance. Pupils confronted with multi-culturalism and exposure to people with different backgrounds learn to question social stereotypes and norms. Through thought-based activities in class, readings, debate and discussion, pupils learn to think about the reality around them and question it.
Advocacy	Pupils acquire the skills to advocate for respect and fight against discrimination. Pupils who interact with others and learn to empathize with their struggles develop knowledge of social injustices. Through debates, class activities and community involvement, pupils learn to advocate for change.

Reflect: What are my learning objectives? Can I make them more in line with *Teaching Respect for All*?

Building block 6.3: Activity examples



Teaching Respect for All encourages teachers, teacher teams and headteachers to work together with the given curriculum to integrate notions of respect building and anti-discrimination. Some example lessons, which could be used to explicitly explore key concepts, are found in the appendix. Themes covered in these lessons include: diversity, friendship and acceptance, migration and globalization, teasing, discrimination and bullying, and personal responsibility. General activities, which teachers should consider for upper-primary (ages 8-12) and lower-secondary (ages 13-16), are as follows:

Upper primary: ages 8 to 12

- Activism activities, such as starting a campaign to clean up the neighbourhood, writing a letter to the editor complaining of unfair practices at a local business, or picketing an organization that was dumping hazardous wastes near a school.
- Anti-bias education activities, such as organizing a no-name-calling day at school or discovering your hidden bias with tools like Project Implicit.
- Art and dance based activities that use choreography to express feelings and values related to tolerance.
- Cooperative learning activities that encourage collaboration and working together to solve problems.
- Critical literacy activities that enhance critical reading skills to analyse the curriculum and media for stereotypes and bias.
- Curriculum differentiation approaches that emphasize modifying or adapting the curriculum and instruction in ways that maximize pupil learning.
- Diaries that encourage reflection and self-assessment.
- Discussion-based activities that build skills for critical dialogues.
- Extracurricular activities typically bring diverse groups together on a level playing field, focused on achieving a common goal.
- Field trips to museums, cultural events, festivals, places of worship and heritage sites that enhance cultural exchange and knowledge.
- Interviewing activities that enhance listening and speaking skills, enabling stronger forms of communication and dialogue.
- Pen pal activities.
- Peer-to-peer activities and language exchange that encourage intergroup cooperation and play among children.

- Role-play activities allow pupils to exchange roles and viewpoints, while practising a more effective response to discrimination and bullying.
- Self-assessment activities that examine personal biases and stereotypes.
- Story-telling.
- Teachable moments provide windows of opportunity to engage in dialogue, self-reflection and empathy building.

Lower secondary: ages 13 to 16

- Anti-bias education activities, such as creating a cartoon, an advertisement or slogan that challenges stereotypes.
- Cooperative learning activities, such as working together in planning and developing mini-models of schools and cities that are child- and family- friendly and ecologically sustainable.
- Case studies that focus on all forms of human exceptionalities, ethnicity, gender, language, religion, sexual orientation, socio-economic classes, impact of discrimination, prejudices, stereotypes, and privilege.
- Create videos and other multimedia that focus on some aspect of discrimination.
- Curriculum differentiation approaches.
- Debate activities that encourage the consideration of issues from multiple perspectives.
- Discussion-based approaches and activities.
- Extracurricular activities.
- Field trips to museums, cultural events, festivals, places of worship and heritage sites that enhance cultural exchange.
- Global collaboration using social media tools.
- Interviewing activities that enhance listening and speaking skills, enabling stronger forms of communication.
- Media literacy activities that enable pupils to use critical literacy skills to analyse advertisements in order to discern how the media can maintain and perpetuate stereotypes.
- Movies that teach respect. These films include: *To Sir with Love* (1967), *Stand and Deliver* (1988), *The Ron Clark Story* (2006) and *Beyond the Blackboard* (previously called *Let them Shine*) 2011.
- Primary source activities enable pupils to have a deeper, more complex sense of the past, while helping them develop historical thinking skills that counter beliefs in present and historic inevitabilities.
- Role-play activities allow pupils to exchange roles and viewpoints, while practising a more effective response to discrimination.
- Self-assessment activities can be used to examine personal biases and stereotypes, such as Project Implicit. More information can be found here: <https://implicit.harvard.edu/implicit/>.
- Simulations, such as the blue eyes and brown simulation conducted by Jane Elliott. More information can be found here: <http://www.janeelliott.com/>
- Teachable moments that provide windows of opportunity to engage in dialogue, self-reflection and empathy building.

In addition, parental and community involvement is essential in combatting intolerance. Parents who have positive contact and relations with the teacher and school will be more likely to reinforce lessons about respect and are more likely to cooperate when issues occur. Parents also need to be informed about what their children are learning and have opportunities to participate, reinforce, or even join a parent class that focuses on training parents and communities to combat intolerance.

Recommendations for practice: parents and community involvement in combatting intolerance

- **Teachers need parents.** Invite parents to your classroom. Ask for help with teaching lessons about respect. Parents have real world experiences, skills and contacts that can help. Invite someone from a group that has been traditionally excluded or discriminated against, such as an ethnic or religious minority, to serve as the outreach person for the school or to speak to the classroom.
- **Parents need teachers.** Teachers can answer and ease parents' concerns. Teachers can also help parents locate community resources where they can learn more about combatting racism and discrimination.
- **Students need both (parents and teachers).** Children can participate in school, community or village service activities arranged by the teacher, parents or school. For example the CHILD project in Thailand

encouraged children to volunteer to clear roads and walkways in communities and to help the elderly keep their homes tidy. Often students would eat a meal with the elder who would tell stories about the history and traditions of the community. This intergenerational relationship encouraged respect and empathy for others. Teachers and students can engage in these activities as well as organizing them for aboriginal groups or traditionally excluded ethnic groups in the community.

- **Start a club or join a club!** Encourage the development of clubs to foster dialogue, human rights and friendly relations inside the school, as well as in the community. Clubs are a great school and community development tool to involve the participation of a wide variety of people. Clubs can form as grassroots groups that support a wide variety of civil society and initiatives. Clubs can form for a variety of purposes and are defined by their missions and membership. Clubs are fun and they can consist of groups of people from various backgrounds. With the aid of technology and social media, clubs can take on international members, unbridled by time or distance.
- **UNESCO developed 'Clubs for UNESCO'** that support UNESCO priorities for peace, cooperation and exchange. There are four types of Clubs for UNESCO: school clubs that consists of teachers and students; college and university clubs that consists of university faculty and students; cultural and public service clubs that consist of members of the community; and clubs that function on a permanent basis with paid personnel, but mostly open to the public, called Centres for UNESCO. The Clubs support the mission of UNESCO and have three main functions: training, dissemination of information and action.

Example: Amnesty International's Traveller's Month

Amnesty International UK created activity packs and teacher resources for how to teach about travelling people, Roma and gypsies (<http://www.amnesty.org.uk/content.asp?CategoryID=11645>) in celebration of Travelling People's Month (<http://grthm.natt.org.uk/404.php>). Lesson plans are developed to be included in the curricula of citizenship, personal and social education and related subjects used in England, Scotland, Wales and Northern Ireland. Through awareness building, NGO activities can successfully build and support classroom activities to counteract discrimination and teach about various ethnic groups.

Reflect: How can I draw from these lessons to incorporate more elements of *Teaching Respect for All* into my classroom?

Building block 6.4: Suggestions for possible entry points/topics to link to the issues of Respect for All with particular teaching subjects

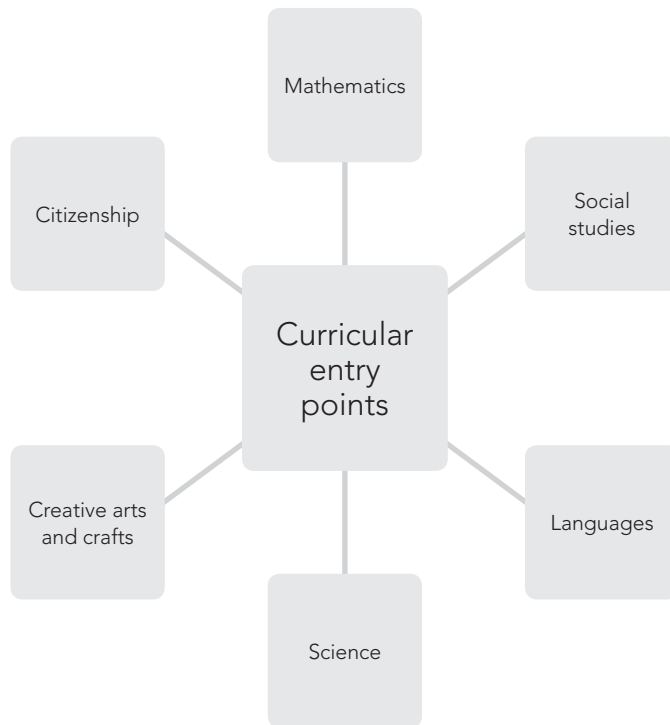
The following are three main approaches for how respect can be integrated into the taught school curriculum:

- Introduce a specific subject dealing with human rights issues and non-discrimination
- Introduce human rights issues and non-discrimination across all subjects
- Support individual and independent projects and activities in relation to human rights issues and non-discrimination

Ideally, all three approaches to teaching respect and non-discrimination will be implemented in a school. However, most effective and important is the integration of human rights and non-discrimination across all subjects. Supplementing with a specific class and/or individual/club projects is helpful.

This building block explores possible entry points for the infusion of concepts in *Teaching Respect for All* within upper primary and lower secondary education across all subjects. The suggested entry points are based on an in-depth analysis of curricula from around the world. However, they are just suggestions to be drawn upon as inspiration for teachers and educators to assist them in introducing concepts of Respect for All in the classroom and/or any other educational activities. Teachers and educators should reflect upon the curriculum in their current situation and look for/create entry points such as those described in this tool.

Entry points to teaching concepts of respect and counteracting discrimination can be in any subject. This tool will provide suggestions based upon age categories when appropriate for the following subject areas:



Reflect: Do I incorporate notions of anti-discrimination across all subject matter? How can I be more inclusive?

Social studies	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the educator
1) Keeping peace in our sub-county/division	<ul style="list-style-type: none"> • Child rights and child responsibility • Respect for parents, elders, teachers and other children • Keeping law and order • Respect for others 	<p>This concept entails ways of:</p> <ul style="list-style-type: none"> • Observing rules and regulations • Respecting each other • Recognizing and respecting differences between people <p>It is envisioned that after a learner has gone through the concept then she/he will be able to respect other people and promote its values</p>	<ul style="list-style-type: none"> • Small group discussions • Role plays
2) Customs in our sub-county/division	<ul style="list-style-type: none"> • Practices of different cultures 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Knowing the cultural practices and their importance • It promotes self-esteem, sense of belonging, moral values • Leads to e.g. instilling respect for people's cultural values and norms 	<ul style="list-style-type: none"> • Whole class discussions • Think-pair-share • Use of guest speakers

Social studies	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the educator
3) Gender and culture in our sub-county/division	<p>We could consider these sub-topics</p> <ul style="list-style-type: none"> • Child rights and classroom management/how to manage children and respect them • Child labour and respecting children • The stigma of HIV/AIDS • The gender perspective with regard to respect • Different cultures • The world's endangered humans – the Batwa in Uganda and others 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Helping learners to know who they are and to respect and recognize boys' and girls' roles in families and society 	<ul style="list-style-type: none"> • Group discussions • Role plays • Drama
4) Traditional customs, values, practices and their importance	<p>Exploring traditional values of some communities in Africa, Asia, South America and the Middle East</p>	<p>This concept entails:</p> <ul style="list-style-type: none"> • Identification of individual societal traditional custom, values and practices, • Learning to appreciate and respect his/her own and other people's customs 	<ul style="list-style-type: none"> • Discovery approach • Group discussions • Research
5) Traditional ways of encouraging forgiveness	<ul style="list-style-type: none"> • Different ways of forgiving 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Resolving differences without violence and asking for forgiveness; promotes respect 	<ul style="list-style-type: none"> • Small group discussions • Drama and music
6) Fair and unfair behaviour	<ul style="list-style-type: none"> • (Social) Behaviour 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Identifying causes and effects of unfairness and encouraging fairness; promotes respect 	<ul style="list-style-type: none"> • Discussion • Group work
7) Need to accept others as they are	<ul style="list-style-type: none"> • Accepting others 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Encourages appreciation and learning to live together 	<ul style="list-style-type: none"> • Discovery • Snowballing • Music, dance and drama
8) Our leaders in the district	<p>To be considered under Respect For All:</p> <ul style="list-style-type: none"> • World leaders and the need to respect them • The importance of leading and being led – and that this creates law and order and living peacefully • The importance of belonging to a clan/tribe/country/world and living in harmony 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Identifying different groups of leaders in their district and their local communities • Describing how leaders are chosen and the roles and qualities of good leaders • Learning to obey the law <p>This topic in itself promotes respect</p>	<ul style="list-style-type: none"> • Videos on world leaders and former leaders like Nelson Mandela, etc. • Group discussions
9) History of the country	<ul style="list-style-type: none"> • Colonization • Independence • Self-determination • Democracy • Citizenship 	<p>This concept entails:</p> <ul style="list-style-type: none"> • Identifying the national symbols • Learning about democracy; its meaning, importance and functions • Developing respect for other people's views/ideas and democracy in society • Developing an understanding of citizenship 	<ul style="list-style-type: none"> • Different countries can be used as examples • Group discussions

Language	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
Age 8			
1) Livelihood in our sub-county/division	Occupation of people in our sub-county/division and importance	In the aspects of vocabulary and structures, learners are taught about people carrying out different occupations, hence the need to respect each occupation	<ul style="list-style-type: none"> • Group discussions • Role plays
2) Keeping peace in our sub-county/division	<p>Living in peace with others - child rights, needs and their importance. Through structures, stories, rhymes and dialogues learners are taught to respect child rights needs and their importance</p> <p>Child responsibility – through the use of vocabulary, structures, storytelling and acting plays, learners are taught how to respect teachers, elders and others</p>	Learners are taught to respect one another and differences among people through the use of vocabulary, structures, conversation, stories and school rules	<ul style="list-style-type: none"> • Discussion • Discovery • Conversations • Stories
3) Culture and gender in our sub-county/division	Customs and gender in our sub-county/division	<p>By use of vocabulary, structures, storytelling dialogues and picture composition on various customs, learners are taught Respect for All</p> <p>Learners are taught respect through vocabulary, structures, situational games, poems, stories and pictures</p>	<ul style="list-style-type: none"> • Storytelling • Dialogue • Picture Composition
Age 9			
4) Behaviour	Good behaviour	Learners are taught respect through vocabulary, grammar, and language structures	<ul style="list-style-type: none"> • Discussion • Group work
5) Democracy	Through vocabulary, grammar, and language, structure democracy is taught	The teaching of democracy can be done through games and sports, music, dance and drama, and through elections	<ul style="list-style-type: none"> • Discussion • Group work • Games and drama
Age 10			
6) Travelling	Vocabulary, grammar and structure on travelling	Learners are taught respect through use of vocabulary, grammar and language structure	<ul style="list-style-type: none"> • Group discussions • Group work • Individual exercises
7) Culture	Nationalities	Languages: learners are taught respect through vocabulary, grammar and language structures	<ul style="list-style-type: none"> • Discussions, • Individual exercises
8) Peace and security	Vocabulary on peace and security and language structure	Vocabulary, grammar and language structure are used in teaching respect	<ul style="list-style-type: none"> • Group discussions • Individual exercises
9) Banking	Vocabulary, grammar and structure on banking	Learners are taught respect for others during banking through the vocabulary, grammar and language structure	<ul style="list-style-type: none"> • Discussions
Age 11			
10) Safety on the road	Vocabulary, structure and grammar about safety on the road	Learners are taught respect for safe behaviour on the road through the use of vocabulary, language structure and grammar	<ul style="list-style-type: none"> • Discussions
11) Debating	Grammar, structure and vocabulary on debating	Learners are taught respect through vocabulary, language structures and grammar to be able to argue out issues fluently and confidently	<ul style="list-style-type: none"> • Group discussions

Language	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
12) Family relationships	Vocabulary, structures and grammar on family and relationships	Through vocabulary, language structures and grammar, learners are taught Respect for All occupations	<ul style="list-style-type: none"> • Group discussions

Age 12

13) Letter writing	Formal letters	Through use of vocabulary, language structures and grammar, learners are taught Respect for All while they write formal letters	<ul style="list-style-type: none"> • Discussions
14) Rights, responsibilities and freedoms	Vocabulary on rights and responsibilities and freedom	<ul style="list-style-type: none"> • Children's rights and responsibilities • Animal needs and freedom: through the teaching of vocabulary, language structures and grammar, learners are able to have respect for others and also animals 	<ul style="list-style-type: none"> • Group discussions

Science	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
1) Sanitation, infectious diseases, personal hygiene	<ul style="list-style-type: none"> • Providing proper sanitation places – latrines, toilets • Avoiding litter, human waste in public places and communal areas • Using places of convenience properly • Keeping the environment clean for use and enjoyment by everyone 	Aspects of proper sanitation can promote respect for one another and in the long run for all. Will also prevent the spread of infectious diseases. Creates attitudes that take care of Respect for All. The fact that someone is conscious of how to prevent the transmission of disease indicates that they have respect for others. Equally, personal hygiene shows concern for oneself but also for others with whom one lives within the community; the fact that one will be conscious not to smell	<ul style="list-style-type: none"> • Project work on keeping sanitary place clean. • Field visits
2) Life skills and foods and nutrition	<ul style="list-style-type: none"> • Taboos associated with eating certain foods • Good eating habits/healthy eating and keeping fit 	Under this aspect, good eating habits are introduced in addition to respect for food and good table manners. This could include also respecting what other people eat. Often, people tend to look down upon others because of the foods that they eat This can be discouraged, and we respect the human race irrespective of what they eat	<ul style="list-style-type: none"> • Use of a guest speaker • Group discussions • Role plays
3) Life skills and working with others	<ul style="list-style-type: none"> • Science at home and in the community • Accidents and first aid • The reproductive system • Alcohol, smoking and drugs in society • Energy resources in the environment and sewage system 	Learners are introduced to using science in their everyday life and how they can use it meaningfully. For example, how chemistry works in cooking food; biotechnology and agricultural practices using organic manure to grow food	<ul style="list-style-type: none"> • Project work • Group discussions • Field visits

Mathematics	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
1) Sets	<ul style="list-style-type: none"> The World as a set of people (globe);the continents as sub-sets; the oceans as sub-sets The union = one people; the flora and fauna and all that belongs to the world as one Values – appreciating one another, love and care for each other, respect and belonging – can be achieved through learning the above-mentioned topic 	<p>When dealing with equal and equivalent sets of members under mathematics the concept of Respect can be introduced</p> <p>Learners can begin to appreciate that we are all equal and no one should regard himself or herself better than the other irrespective of gender, ethnicity, colour, or tribe</p>	<ul style="list-style-type: none"> Group discussions on sets and how they show equality. The union of sets should give a clear example of the world being one set and we all belong to it hence the need to treat each other with respect Give individual activities
2) Measuring	<ul style="list-style-type: none"> Measuring distances within communities/neighbourhoods – creating the attitude of being one even if we do not live in the same homes or same communities. Measuring distance between two neighbours. Values – love for your neighbour even if you are separated by distance/colour/ethnicity/language/culture and other factors. 	<p>This topic teaches measuring using non-standard measures. Teaches appreciating distances and that different people belong to different locations. One should value where they belong and where other people belong</p>	<ul style="list-style-type: none"> Group discussions on how measuring shows us to respect each other Field work and measuring distances between neighbours
3) Operations of whole numbers	<ul style="list-style-type: none"> Sharing resources among communities - having empathy for a neighbour, identifying community resources and preserving them e.g. historical sites, environment, littering the environment etc. Division of whole 	<p>Sharing equally gives Respect for All, since one is treated fairly when learning about division of whole numbers</p> <p>Appreciate that sharing is important and is a sign of love and care for one another, irrespective of colour, gender, ethnicity or location, hence the need to respect one another</p>	<ul style="list-style-type: none"> Use of the think-pair-share approach could be ideal here Field work on community resources Practical exercises on division
4) Fractions	<ul style="list-style-type: none"> Sharing what is available Benefits of sharing resources both in the home and among communities Giving and caring for the needy 	<p>Sharing in equal fractions and giving out something in a given ratio and proportion shows respect by avoiding unfair portions. The need to accept that we are many and that we have to share is in itself respect</p>	<ul style="list-style-type: none"> Discussion on fractions. Relating fractions to respect.
5) Patterns and sequences	<ul style="list-style-type: none"> People as different patterns (the tall, short), the colour, the make (hair, eyes, nose and all physical features of people including the disabled) - different people belong to different places that determine how they are sequenced. They are people and we need to love them. 	<p>This topic concerns appreciating nature within the mathematical context. Creation of people was done using different patterns and within different sequences according to continents</p>	<ul style="list-style-type: none"> Guiding group discussions on patterns Conducting class role-plays
6) Money	<ul style="list-style-type: none"> Conversion of currencies - respect for different people and their currencies; characteristics of different currencies; respecting other countries' currencies and valuing them. 	<p>This highlights the need to value and appreciate other people's currencies. Creating positive attitudes among learners will eventually enable them respect other people</p>	<ul style="list-style-type: none"> Guiding role plays and discussions

Mathematics	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
7) Data handling Preserving information about different people – interpretation of data using and displaying graphs	<ul style="list-style-type: none"> • Different people and their locations. • Characteristics of different villages, the features of both the people and the flora and fauna, the languages and dialects spoken by people in the different locations. 	When dealing with this topic, demographic information and set-ups of different places will be of importance to relate it to Respect For All	<ul style="list-style-type: none"> • Use of drama, role plays and songs will be required in addition to display of posters
8) Process of starting a business	Sources of capital	This topic indicates how to solicit funds with respect from friends, banks and personal resources. The topic explains how one does business with customers, respecting them in order to keep them	<ul style="list-style-type: none"> • Group discussions • Discovery
9) Introduction to taxes	Taxation	Obtaining money for government rightfully and with respect	<ul style="list-style-type: none"> • Role play
10) Market survey	Conducting a market survey	This theme includes making a market survey guide, which considers Respect for All. It includes techniques of gathering information which encourages respect during data collection	<ul style="list-style-type: none"> • Role play
11) Home management	Care and cleaning of surfaces and equipment	This topic encourages respect for our utensils, equipment and places where we are working. This promotes respect for workplace/ surfaces	<ul style="list-style-type: none"> • Demonstration • Discussion • Practice
12) Costing and pricing	Pricings for different products	This topic encourages Respect for All as costing and pricing has to cater for the needs of consumers. Displaying, advertising and personal selling encourages Respect for All	<ul style="list-style-type: none"> • Role play
Creative arts and crafts	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
1) Our sub-county/division	Drawing and painting different sceneries of Art	<ul style="list-style-type: none"> • Tracing and colouring cut out maps of sub-county/division • The learners must recognize and respect colours used by others and appreciate physical features in the sub-counties/divisions • Drawing simple story sequence about people and their activities. Labelling pictures of daily activities 	<ul style="list-style-type: none"> • Drawing discussing • Displaying

Creative arts and crafts	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
2) Livelihood in our sub-county/division	Weaving and decorating	<ul style="list-style-type: none"> Weaving baskets and bags. These are used in different ways and functions, respecting culture and age Making and decorating grass brooms and explaining who uses brooms, why and when. Respecting people's hygiene and cleanliness Shading patterns – creating beauty with respect and threads. Respect and working with other learners Printing with fingers, leaves, palms and threads. Respect and working with other learners 	<ul style="list-style-type: none"> Drawing, painting Displaying
3) Our environment in our sub-county/division	<ul style="list-style-type: none"> Collage and using soils Constructing using local materials 	<ul style="list-style-type: none"> Making collage using soils and stones, depicting respect for environment as learners respect environment they respect those who live in it Constructing: using local materials to come up with constructed work without spoiling the environment, encourages respect for environment and people therein Weaving doormats, tablemats, wall mats, ropes, balls and bags. These are social items used in society. They are used with Respect for All and encourage harmony in living and working together Making ornaments from wild seeds: beads, bracelets and costumes. These encourage respect and promotion of culture and cultural values, thus Respect for All 	<ul style="list-style-type: none"> Demonstrating Drawing And making collage Displaying Discussing Peer group review
4) Environment and weather	<ul style="list-style-type: none"> Making items from used materials (waste/scrap materials). This promotes extraction of waste from materials and puts it into use/recycling Respecting the environment 	<ul style="list-style-type: none"> While teaching this topic, practical aspects on how to handle the environment should be introduced Learners would come up with projects on this 	<ul style="list-style-type: none"> Discovery Discussions
5) Living things and animals	<ul style="list-style-type: none"> Threading beads to make necklaces, bracelets and earrings, using animal products like bones, hooves, skins to make cultural and beautiful items for decorating oneself and others Respect to culture to create beauty 	Using the available natural resources to prepare decorative products artistically	<ul style="list-style-type: none"> Demonstration Discussions Practical work

Creative arts and crafts	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
6) Living things: plants in our sub-county/division	<ul style="list-style-type: none"> • Colouring using improvised • Colours 	<ul style="list-style-type: none"> • Colouring using improvised colours from plants • Emphasis is put on responsibility and cooperation as learners produce colours • Responsibility and cooperation encourages respect 	<ul style="list-style-type: none"> • Discovery • Demonstration
7) Living things: waste in our sub-county/division	<ul style="list-style-type: none"> • Waste materials 	<ul style="list-style-type: none"> • Using waste materials to make useful items (waste management and recycling) • Respect for environment, encouraging responsibility, concern, care, patience, endurance, acceptance, and appreciation 	<ul style="list-style-type: none"> • Demonstration
8) Keeping peace in our sub-county/division	Making simple articles related to keeping peace	Learners are expected to make simple articles related to keeping peace, e.g. toy cars for police, envelopes used in communication	<ul style="list-style-type: none"> • Demonstration
9) Culture and gender in our sub-county/division	Designing and making different articles	<ul style="list-style-type: none"> • Making decorations that respect culture and cultural function • Designing costumes with respect for culture and norms • Puppets and marionettes for dramatizing cultural functions and respect at cultural functions • Knitting items for cultural functions 	<ul style="list-style-type: none"> • Demonstration
10) Health in our sub-county/division	The meaning of health	Knitting articles for health and good homes for everybody to enjoy	<ul style="list-style-type: none"> • Demonstration
11) Energy in our sub-county/division	Tie and dye	Making 'tie and dye' clothes for functions and different uses. This leads to the production of fabrics in relation to all/different cultures and customs	<ul style="list-style-type: none"> • Demonstration
12) Using my environment	Making puppets	Learners produce puppets and marionettes that express actions and roles in society. These are used in development of self-expression and speech with respect to other people	<ul style="list-style-type: none"> • Demonstration
13) Things we do	Making baskets	<ul style="list-style-type: none"> • The learners produce baskets for different uses, respecting and portraying different cultures • Drawing and painting people in action depicts people engaged in various activities, such as playing and cooking • Consideration is given to respect for one another and this should be portrayed in drawings 	<ul style="list-style-type: none"> • Demonstration
14) Making crochet articles	Making chair backs	Chair backs are made in order to create comfort to users of chairs. These are for functions at home or major ceremonies where people are treated with respect. Different chair backs connote respect for others	<ul style="list-style-type: none"> • Demonstration

Creative arts and crafts	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
15) Food preparation	Preparing snacks and special dishes	Preparing food for consumption involves 'creating an appetite for those who are to eat the food' This encourages respect in food preparation and serving Meals for special functions promote respect	<ul style="list-style-type: none"> • Demonstration
16) Fabric design/ decoration	Making decorated products	This theme points out how different fabrics are decorated. The use of the fabric clearly portrays respect in relation to dress code	<ul style="list-style-type: none"> • Demonstration • Practical work
17) Printing	Making posters	This topic encourages the making of educational posters and the passing on of information which is not offensive and therefore Respect For All	<ul style="list-style-type: none"> • Do activity
18) Drawing and painting	Drawing and painting abstract pictures	Such as a dream, God, Satan, heaven etc. The drawings/paintings encourage respect	<ul style="list-style-type: none"> • Do activity
19) Designing and decorating articles	Making necklaces, anklets and wristlets	This topic supports Respect for All in terms of culture and jewellery and ornaments for the different cultures	<ul style="list-style-type: none"> • Do activity

Citizenship	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
1) Citizenship	The meaning of citizenship	Understanding of characteristics; examples of communities and their differences	<ul style="list-style-type: none"> • Guiding field visits • Group discussions • Research in communities and report writing
2) Communities and their characteristics	Needs and wants of communities and their differences	Learners should work in teams to identify what the communities in their localities require and compare this with the rest of the world	<ul style="list-style-type: none"> • Discovery • Group discussions • Research in the communities
3) Features of different groups and communities they belong to	Types of rights and causes of conflict	Identifying features of different groups and communities and ways of avoiding conflict	<ul style="list-style-type: none"> • Group discussions • Discovery • Research
4) Diverse groups and communities in the world	Democracy	Learning about the principles of democracy and its importance	<ul style="list-style-type: none"> • Demonstration
5) Operation of the political and judicial systems in the world, and the work of governments	Judicial systems	The importance of democracy should be emphasized and exposed to everyone	<ul style="list-style-type: none"> • Group discussions
6) The complexity of identities and diversity in groups and communities	Protection of certain rights and comparison with the rest of the world	Rights of people should be emphasized and how these ensure everyone's well-being	<ul style="list-style-type: none"> • Interactive videoconferencing

Citizenship	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
7) The roles of citizens in a country	Different roles and their importance	Emphasizes the involvement of citizens in what concerns them	<ul style="list-style-type: none"> • Do activity
8) The contribution of citizens in bringing about change in society through democratic processes	Exceptional performance	Rewarding exceptional performers and why it is important	<ul style="list-style-type: none"> • Do activity
9) The impact and limitations of policies on communities	Examples of different policies of communities in the world	Policies and why they are important in guiding decisions in any situation	<ul style="list-style-type: none"> • Do activity
10) Right to equal treatment (human dignity)	Freedom from discrimination	Emphasize the importance of the freedom from discrimination	<ul style="list-style-type: none"> • Do activity
11) Plural communities	Multiculturalism; living together as mixed communities - examples from the world	How these communities are part of everyone else; whatever goes on there should be respected	<ul style="list-style-type: none"> • Virtual exchanges
12) Prejudices	Handling of this sensitive aspect of life	Let learners understand how these do affect personalities	<ul style="list-style-type: none"> • Do activity
13) Fragmented community	Communities	Communities and how they should continue to live together irrespective of where they are	<ul style="list-style-type: none"> • Do activity
14) Equality	The importance of equality in promoting self-esteem	Learners should be made to appreciate equality; that they are all important and the same	<ul style="list-style-type: none"> • Do activity
15) Different but equal	The concept of equality in all aspects, irrespective of colour	Why this terminology and its manifestation in communities	<ul style="list-style-type: none"> • Do activity
16) Child rights and discrimination	Three Ps and their importance in handling child rights: <ul style="list-style-type: none"> • Provision • Protection • Participation 	<ul style="list-style-type: none"> • Drawing upon stories, dialogues, historic incidents, experiences etc. and making links to country. • Constitutions and international human rights instruments such as the CRC 	<ul style="list-style-type: none"> • Do activity
17) Diverse cultures	<ul style="list-style-type: none"> • Recognizing commonalities and differences • Creating connections with others and cultivating mutual respect • Intercultural understanding learning continuum incorporates six interrelated organizing elements: recognizing, interacting, reflecting, empathy, respect and responsibility. 	Ensure that learners understand the concept of diverse cultures and that the world is composed of many cultures; we should respect them	<ul style="list-style-type: none"> • Virtual exchange • Interactive videoconferencing

Citizenship	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
18) Diversity	Divergent beliefs, religious beliefs	<ul style="list-style-type: none"> Diversity, in whatever form, as a normal part of life and a characteristic of human existence The significance and complexity of prejudice, identity, citizenship and belonging People and their stories, perspectives, beliefs and worldviews, even when these differ from their own Engaging with and respecting a diverse range of people in their lives, even when faced with challenges arising from that diversity Communicating confidently in the context of diversity The media, particularly in its portrayal of diversity 	<ul style="list-style-type: none"> Do activity
19) Safe schools and communities	<ul style="list-style-type: none"> Advocating for rights of gay, lesbian, bisexual, transgender and questioning youth (but this topic may not be accepted in some communities) – they should not be isolated. Sexual minority and promotion of youth network. 	<p>This topic is directly related to areas in the social studies topics and for countries where this kind of practice is acceptable, it can be considered for incorporation into the curriculum at this level, since it still advocates for concepts of human rights. They should not be discriminated against, but accepted as human beings with whom we live</p> <p>This topic could introduce the concepts of sexual minority and the development of positive attitudes towards living with them in harmony in given communities. Hearing the voices of the youth and allowing them to contribute to what concerns them and the communities where they live</p>	<ul style="list-style-type: none"> Do activity
20) Bullying	Anti-bullying and its effects on individuals and the community	Under this topic we should emphasize the negative effects of bullying and its consequences. Examples of what bullying is; that it is in itself an act of discrimination, since it violates one's human rights	<ul style="list-style-type: none"> Do activity
21) Straight education network	Straight talk and its benefits to individuals and communities	Pupils will learn to be open and to talk about what concerns their lives openly and with respect. This will be especially useful in circumstances where we are talking about those living with the stigma of HIV and AIDS and that they should not be discriminated against; they need to be loved and provided for like any other people in our societies	<ul style="list-style-type: none"> Do activity

Citizenship	Suggested sub-topics that can be taught under Respect For All	How to handle it	Suggestions for the teacher
22) Equity and inclusion	Its benefits to communities	Here we need to show how, when dealing with others, we should ensure that they are handled equally. There is nobody who is better than another and everyone should be included without segregation	<ul style="list-style-type: none"> • Do activity
23) Harassment of individuals	Its consequences and how to protect the harassed	Examples to explore, including that of female harassment, could be useful when handling this topic	<ul style="list-style-type: none"> • Do activity
24) Schools as safe and accepting places for everybody to learn	Schools as places that should be kept safe	Schools are a collection of different individuals/children and they should be kept safe through the promotion of Respect for All. Often, these provisions are neglected, especially in developing countries	<ul style="list-style-type: none"> • Do activity
25) The concept of a school and its environment	Different kinds of schools	Provide the basic necessities and ensure that whoever comes to school enjoys schooling and feels protected	<ul style="list-style-type: none"> • Do activity
26) Human rights: violence across the world and its effects	Examples of different states on how they handle human rights	Under this topic we could share aspects of non-observance of human rights issues and how this impacts the attitudes and general wellbeing of the people who are affected. Examples of where this is happening could be given and also where the practices are being revisited, in order to show that it affects globalization and has serious consequences	<ul style="list-style-type: none"> • Do activity
27) Tolerance and learning to live together	Importance of tolerance and examples of good/harmonious living	Under this topic, learners will appreciate that they need to tolerate one another, and that every human being is unique and should be treated as such; we are all important and need to be given the chance to live peacefully. Patience and other life skills could be introduced here to help learners understand this topic with particular reference to Respect for All	<ul style="list-style-type: none"> • Do activity
28) The human race and why we should preserve it		This topic could be introduced with reference to certain tribes that are threatened with extinction across the world	<ul style="list-style-type: none"> • Do activity

Concept check: Key plans – Learning concepts, objectives, topics, entry points and ideas

This tool provided guidance through four sections on what should be taught to include anti-discrimination and respect into the classroom.

By the end of this section, you should be able to:

- ✓ create a strategy for typologies to use for integrating *Teaching Respect for All*;
- ✓ identify competencies which need to be taught in order to increase tolerance;
- ✓ point to sample lessons from which ideas can be gained for teaching respect;
- ✓ list key themes which should be covered in anti-discrimination training;
- ✓ brainstorm entry points for mathematics;
- ✓ brainstorm entry points for social studies;
- ✓ brainstorm entry points for language;
- ✓ brainstorm entry points for integrated science;
- ✓ brainstorm entry points for creative arts and crafts;
- ✓ brainstorm entry points for citizenship;
- ✓ brainstorm ideas to include parents and the larger community in order to reinforce values of inclusion and respect.

Tool 7: Teacher training and professional development overview

Teachers are an important factor in the fight against discrimination and intolerance. Teachers are critical in the development of a positive school climate, which is another important variable impacting pupils' well-being and success in school.

The act of teaching is arguably the strongest school-level determinant of pupil achievement.¹⁷ While other factors in the learning environment, such as the curriculum, textbooks and school facilities are important, their usefulness is limited without an effective teacher. Teaching is a profession.

The key standard-setting document for international best practice regarding the work of teachers is outlined in the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers. This standard-bearer document describes the work of teachers as a profession that carries with it certain ethical responsibilities for the welfare of pupils in their charge.

The following guidelines set forth recommendations for teacher training and professional development for teachers, so that they are better prepared to teach respect and combat intolerance:

- Teachers and other educators need appropriate training and education at every level of their practice that aims at strengthening their respect and understanding of human rights, but the need is highest for continuous high-quality professional development.
- Teachers need increased awareness of how to advocate for themselves so that they can receive appropriate training and resources.
- Teachers need to understand the vital role of education in the fight against intolerance and discrimination.
- Teachers need cultural competency training that familiarizes them with the cultural backgrounds of the pupils they teach.
- Teachers need training in how to reflect daily on their practice. That training needs to begin during their pre-service university training and continue throughout their in-service practice.
- Teachers need training in how to differentiate instruction - that is, how to modify curriculum and instruction to better serve the needs of marginalized children and special needs children.
- Teachers need more effective communication skills, including the ability to function in more than one language.

¹⁷ See J. Schwille, M. Deiubele and J. Schubert, 2007, *Global perspectives on teacher learning: improving policy and practice*, Paris, France, UNESCO.

- Teachers need help in integrating a rights-based approach into their instruction.
- Teachers need help in recognizing the impact of prejudice and discrimination on the teaching and learning process.
- Teachers need help in recognizing how minority group children, their families and communities see and experience the world. Teachers need interpersonal skills to develop and sustain professional caring relationships with diverse pupils.¹⁸
- Teachers need training in media and information literacy. Teachers and pupils live in a media-rich world. Teachers should have skills to be able to integrate media and information literacy in ways that enhance life skills and civic participation of pupils. Teachers need to be aware of how the images and messages of media have the power to shape how we see ourselves and the world. The 2011 *UNESCO Media and Information Curriculum for Teachers* suggests that teachers use media and technology in support of their professional development needs.
- Teachers need training in how to use local community resources for learning, such as museums, libraries, community centres, parks, theatres, historical battle grounds, communal gardens, places of worship, local shops and small businesses, and homes of parents as potential places of learning. This also encourages home-school-community partnerships.
- Explore unconventional avenues for continuous professional development for teachers.

Many organizations and studies have concluded that continuous professional development for teachers need not always take place in university-based traditional programmes, and should be geared toward the realities of teaching in various contexts. Teachers in multi-grade or large classrooms need specialized training in multi-grade pedagogy. Short in-service courses might be organized for teachers in rural areas during the summer. Where possible, professional development might take place through radio and television programmes. Videos that can be accessed through mobile phones might be utilized for professional development. Teacher training materials might also be posted on a website that teachers can access through mobile phones. Correspondence courses delivered through the mail or a courier may also help teachers continue to develop their skills.

Concept check: Teacher training and professional development overview

This tool provided suggestions and guidelines for what teacher professional development needs to encompass.

By the end of this section, you should be able to:

- ✓ pinpoint exactly what skills teachers need to acquire in professional development to support a respect based, anti-discrimination structure;
- ✓ explain why continuous professional development is important;
- ✓ provide structure with regard to what content should be covered in a professional development programme.

18 See L. Darling-Hammond, 2010, *America's commitment to equity will determine our future*, Phi Delta Kappan, no. 91(4), p.8.



Appendix 1:
Anti-discrimination
activities for upper primary
(ages 8-12)

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Appendix 1: Anti-discrimination activities for upper primary (ages 8-12)

The following activities are a series of suggestions and ideas which educators can draw from to target specific anti-discrimination, tolerance and respect-based activities in the class. *Teaching Respect for All* advocates first and foremost the integration of anti-discrimination, tolerance and respect across all subjects, but also supports the supplemental inclusion of specific activities. The following are these supplemental activities.

Stop calling me names!

Key concepts: Teasing and bullying

Ages 8-12

Learning objectives:

For students to:

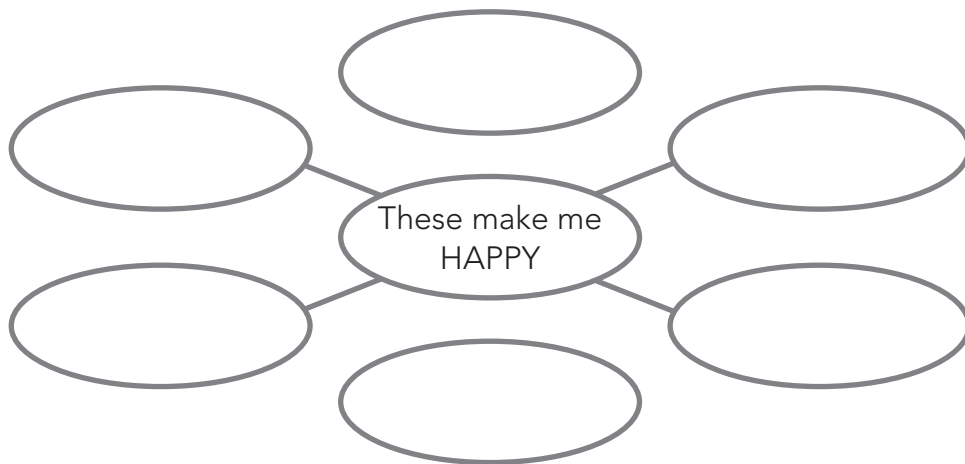
- define, compare and contrast teasing and bullying;
- reflect on how bullies and their victims may feel;
- become aware of strategies to stop bullying.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. **Play this game:** Ask students to stand up and face another child. So now they are in pairs looking at each other. Explain: You are going to be each other's mirror. What one does, the 'mirror' has to copy. Take turns being the 'mirror'. You can pull faces. You can move your arms and legs, but you cannot touch your 'mirror image'. You cannot talk.
2. **Ask the class:** Think about what makes you happy, and write your answer in the empty bubbles. Show your cluster to another child and compare the things that make you happy.



3. **Read the text in the boxes below.** Then, instruct the students to answer the questions/follow the instructions provided to express their response.

Sometimes children call each other names to tease each other. That is, if your name is Rocío or Fatih, they won't call you by that name. Instead, they will invent a name they think is fun.

- Have you been called names? Have you called other kids names? Have you heard others call someone names? Share your answers with another child and if you are called upon, share them with the group.

Sometimes, this name is about what you may look like or what you have done. You may think it fun and laugh about it. Very often, being called names hurts. The name-callers often want you to feel bad. It may be the way they say it. Sometimes they sneer when they say that name. The child who is called nasty names feels upset and hurt.

- Think of nasty names children have called you or someone else. Write them down and show your writing to another child. When you have finished, cross out the invented names and write down the real names instead. Use your nicest possible handwriting for the real names.
- What can a child do when being called names hurts? Think about this. Then share your answers with another child. After that, be prepared to share them with the group.

*Children often trick each other for fun. They play practical jokes on each other. At times, these jokes involve lying or misleading someone. In the end, the jokers expect everyone to laugh. They feel proud of making others laugh. Sometimes everyone has fun except the one who was tricked. This child may feel very upset and may even cry. Nasty jokers may laugh even more when they see their victim cry. They may call him or her a wimp. This is unkind, and it must not be done. This nasty behaviour is called **bullying**.*

- Can you recall any tricks or practical jokes? Share that joke with another child. Discuss how you think the target of the joke felt. What makes you think that?

Sometimes, older or bigger kids may hurt younger or smaller children. These bigger children may pinch, kick or push the smaller ones repeatedly. They may scare them. They may damage their belongings, such as their snack or their pen. Then they laugh at the smaller children's misery. This is wicked. This is also bullying. As a rule, such things happen when parents or teachers are not around.

- Why do you think bigger children hurt smaller ones only when grown-ups are not around? What do you think about such children that hurt others and hide it from grown-ups?

4. **Read the text below aloud.** Then facilitate a discussion about what teasing and bullying are. Remind the students to also keep in mind what you have read above.

***Teasing** is what you do when you play with your friends and say or do silly things together. Your parents or other grown-ups may also tease you. This does not feel bad. This makes everyone laugh and have fun. If it so happens that someone's feelings are hurt, those who hurt them will apologize. Such hurtful things will never be done again. The intention is to avoid hurting. If the action is hurtful, we call it bullying.*

***Bullying** is done by a person or people who intend to make you feel bad. These people are called bullies. In general, bullies hurt someone who they judge to be weaker. They do it when grown-ups cannot see or hear them. Bullying involves hurtful name-calling done repeatedly; calling members of your family or group ugly names; making you feel frightened; damaging or taking away your things; causing you to get injured; making you look bad; blaming you repeatedly for things going wrong. Bullying is wrong because the child who is bullied is not relaxed and cannot focus on learning.*

5. **Ask the students to individually draw a picture of a child who is being bullied.** Pay attention to the expression on his/her face and to his/her posture. Share the pictures as a group.
6. **Next distribute the handout below** and ask the students to tick the boxes below under 'teasing' or 'bullying' or '?' (meaning 'I am not sure') to mark what you think the action is. Ask them when they have finished to compare their table to another child's and discuss where you have marked differently. Ask them and their partners to discuss in detail the actions that any of you marked '?' and try to reach an agreement. Explain that you may have to speculate, such as 'If ... , then it is ...'

Action	Teasing	Bullying	?
Calling you 'lazybones' or 'sleeping beauty' when you get up late			
Pinching your arm as you pass by them			
Sticking chewing gum into your hair			
Pretending to have forgotten about your birthday and then giving you a surprise party			
Causing you to trip and fall by secretly placing a banana skin near your desk			
Knocking your food out of your hand			
Preventing you from taking part in a game			
Daring you to do something dangerous and leaving you to cope on your own			
Blaming you for something you did not do			
Tickling you to cause you to let go of something they want			

7. **Facilitate a discussion** around: What do you think a child could do to stop being bullied? Below are a few ideas. Can you think of any more?

- Look the bullies in the eye silently to send the message, 'You cannot scare me';
- Face the bullies and tell them firmly, 'Stop it';
- Talk to a friend about what has happened;
- Talk to the parents about what has happened;
- Talk to the teacher about what has happened.

Remind students: A child who is bullied should not hide it or pretend to ignore what is going on. That is what the bullies rely on. If bullies are not able to scare you, they won't have 'fun'. If they don't have 'fun', they will give up bullying you. You still have to tell grown-ups about what has happened, because the bullies may pick another child to hurt.

Children who are bullies often have been bullied themselves. Children can learn how to stop being bullies. They can learn to find other ways of having good fun. Good fun is the kind of fun that makes everyone happy. Take, for instance, team games. There is a lot of excitement in them and everyone can have a good time.

With all the children in your group, make a plan to regularly play team games. Take turns suggesting what to play. Periodically, change the composition of the teams so that each child gets to be on the same team with every other child.

Assessments:

Students will write about the negative impacts of bullying in an essay/draw the negative impacts.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should ask a family member about bullying and how they have dealt with it, either as the subject, as a bystander or as the one being bullied.

Teacher reflection:

Reflect on how bullying plays a part in your class and how you can work to stop it.

She wants to play football

Key concepts: Stereotyping and gender stereotyping

Ages 8-12

Learning objectives:

For students to:

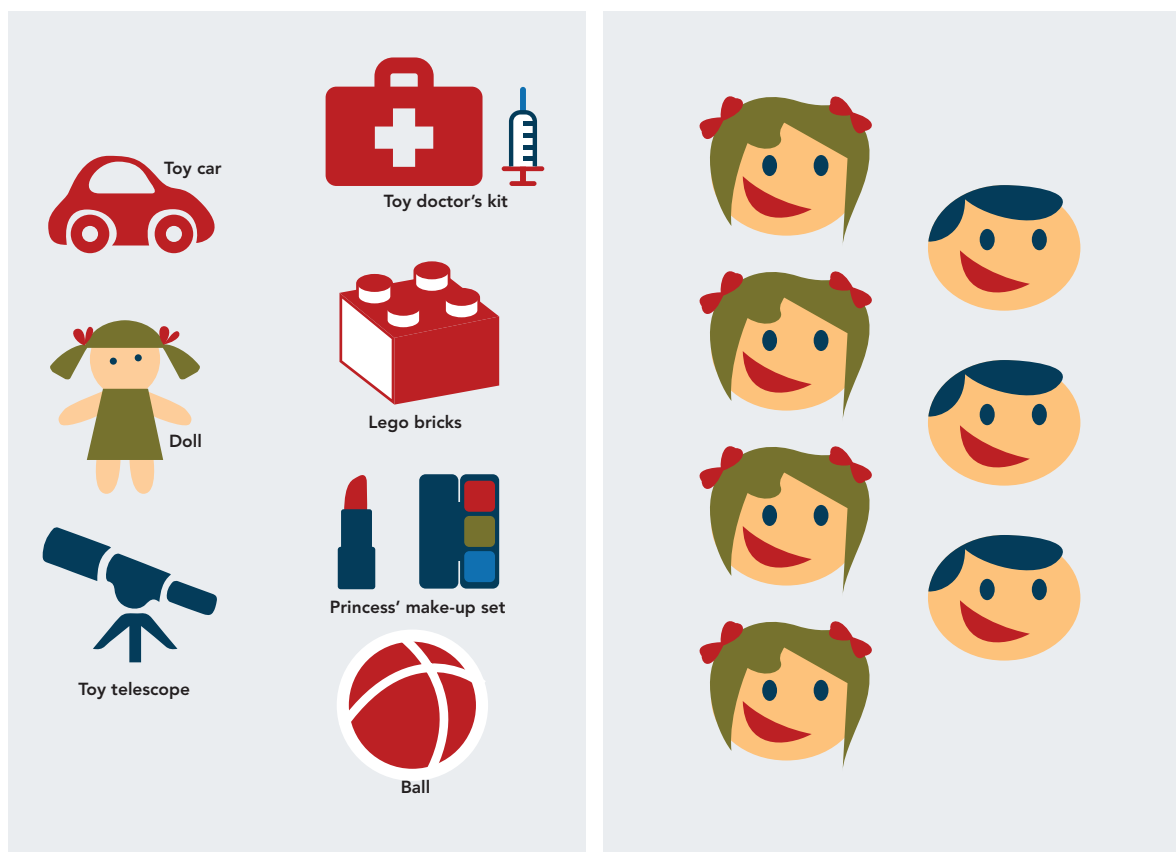
- become aware of gender stereotypes;
- reflect on their own perception of gender;
- learn how to challenge biases.

Materials:

- picture handout;
- pencil/pen;
- handouts for each student.

Procedure:

1. **Ask students to match the pictures.** Draw a line to connect each toy in the pictures on the left to a child in the pictures on the right. Decide on the best match taking into account how likely it is that the child would play with the toy.



Instruct the students to: share your work with a partner. Explain to your partner how you have decided who the best matching child is for each toy. For which of the toys was it more difficult to decide on the matching child? Why?

2. Only for girls? Only for boys? **Facilitate a class discussion** around answers to the questions below. Ask students to provide examples to illustrate what they mean, and discuss the ways in which girls and boys are different.
- Are there colours *only for boys* or *only for girls*?
 - Are there games *only for boys* or *only for girls*?
 - Are there books *only for boys* or *only for girls*?
 - Are there cartoons/movies *only for boys* or *only for girls*?
 - Are there hobbies *only for boys* or *only for girls*?
 - Are there things that *only boys* or *only girls* collect?
 - Is there housework *only for boys* or *only for girls*?
 - Are there sports *only for boys* or *only for girls*?
3. **Read the text below** and ask students to answer the questions in pairs.

I'll be ten years old soon and I want to take up football. I told my family about my intention.

'I don't understand why you want to play football, Anna', my mother said.

My grandmother added,

'Girls on high-school football teams are an oddity, but, by all means, why not try?'

I got a feeling she was pulling my leg. Whatever is an oddity? I'll have to look it up. It could be related to the 'odd one out', I suspect.

My father gave me his funniest look and said, 'You must be joking, sweetheart.'

My brother gave me his broadest grin and said, 'You must be joking, sis!'

It is so hard to be a girl!

- Why do you think Anna's mother doesn't understand Anna's wish to play football? How would you respond to a girl wanting to take up football?
 - Have you experienced situations that are similar to Anna's? Please describe them. How did you feel?
 - Is it hard to be a girl? Why? Is it hard to be a boy? Why?
4. **Ask the class:**
- a. Besides being 'for boys' or 'for girls', what other reasons might make a sport a good choice for different children?
 - b. How do people get their ideas about what boys and girls are supposed to do or like?
5. **Read the explanation** in the box below.

*Some people think that all members of a certain group most probably have a particular shared feature. We call this a **stereotype**. These people do not actually know enough about an individual and they state or think something about him or her in the absence of enough information about them. For example, such people may think that since you are a girl, you cannot run as fast as your brother, so you cannot be as good at football as him. This is a **gender stereotype**. A gender stereotype refers to girls and boys, or women and men.*

In football, like in many other games, it is not only the player's speed that counts. In fact, many girls run faster than boys. With the right amount of training, both girls and boys can be good at any sport.

6. **Ask the class to think about stereotypes** related to boys and girls. In pairs and then as a class, answer the follow questions. Ask the pairs to fill in the boxes below with their answers.

- How are boys and girls supposed to behave?
- How are they supposed to look?
- How are they supposed to think?
- How are they supposed to feel?

<h2>Boys</h2>	<h2>Girls</h2>
---------------	----------------

Now imagine that girls and boys in your group decide to switch roles. That means that boys and girls will act 'out of their box'. Discuss your ideas with your group mates. Role-play 'out of the box' boys and girls. How did it feel to act 'like a girl/ boy'?

Assessments:

Students should make a banner together breaking down gender stereotyping.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should to ask a parent about gender stereotypes they have fallen victim to and how they felt about it.

Teacher reflection:

Reflect on how gender stereotyping presents itself in your classroom. Do you gender stereotype? How can you do a better job of using stereotyping as a teachable empowering moment?

What language are they speaking?

Key concepts: Respect, disrespect, discrimination and unfair treatment

Ages 8-12

Learning objectives:

For students to:

- reflect on language barriers;
- analyse situations of discrimination on the grounds of language and ethnicity.

Materials:

- handouts for each student;
- pencil/pen;
- drawing materials.

Procedure:

1. **Facilitate a discussion** using the following questions: Have you ever been in a group of children whose language you didn't understand? If yes, how did you feel? If no, how do you think you would feel if you were in such a group?
2. **Explain:** This is the story of a little girl. Her family often moved. She often changed schools. How do you think that made her feel? What new things did she have to get used to?

Read the story aloud:

When I was little, my parents and I moved to a new town. We left my grandparents behind. That made me very sad. I loved them very much.

On the first day in school in the new town, I was lost. I couldn't understand a word of what the children were saying. I went to the teacher to tell her 'I don't understand the other children!' And then I was totally lost: I didn't understand the teacher either.

The children were looking at me as if I was from another planet. When they heard my name, they burst out laughing. I felt very, very bad. I could feel how my face was turning red. The teacher was kind to me, but I could not tell her how I was feeling. On that first day, I learned to say 'good morning' and 'locker'.

I don't remember when or how I learned the rest of the words. It wasn't long before I could speak like the others. I started saying my name in a way to make it sound less strange to my new friends. I tried to hide it from them that I could speak another language.

Soon I moved to a new school in the same town. I could speak the language very well by then. No-one knew I was different.

Seven years later my parents told me that we were moving again. We were in the car on the way to the new town, when I plucked up courage to ask my parents: 'What language are they speaking there?'

3. Ask the students to **individually prepare a drawing** to illustrate the little girl's first day in the school where she did not understand the language they were speaking. Then ask them to share their drawing with a partner.

4. Ask the class to **form pairs** to answer the following questions. Once the group has had some time to discuss as a group, open the discussion to the whole class:
 - How did the girl feel in the group of children whose language she didn't understand?
 - Why do you think the children burst out laughing when they heard her name?
 - How do you think she was feeling on the way to the new town?
 - Imagine that starting from tomorrow you had to speak a new language. How would your life change? What would you not be able to do?
 - How would you receive the girl in the story if she came to your school? What questions would you ask her? How would you make her feel respected in your group? How would you make sure you got her name right?
 - Finish the girl's story adding what you imagine her experience in the new town may have been. Prepare a picture to show the little girl's encounter with her new classmates.
5. **Ask the students with the previous partner to read the explanation in the box below.** Together they should finish the sentence below the box to say what discrimination means to them.

The little girl in the story above was **treated unfairly** and **with disrespect** by the other children who laughed at her. Sometimes, people who are different are treated unfairly or without **respect**.

Sometimes people who are different are not allowed to do things.

Sometimes people who are different are not allowed to have things.

If these people are forbidden to do or have things because of who they are, we say they are **discriminated against**.

Discrimination is an evil thing. All people should have equal rights to do and possess things. No one should be discriminated against. Everyone should be treated with **respect**.

Discrimination is

6. Next, ask the pairs to **decide whether the following are examples of discrimination or not.** Discuss the answers as a full class.

	The situation	Is this discrimination?		
		Yes	No	Maybe
1	The children gave me funny looks and laughed at my clothes. They avoided me.			
2	We are not allowed to study in our home language. We are taught in a different language at school.			
3	We talk in our home language at break time. The teacher tells us to stop speaking that language.			
4	I want to go to the school where my friends go. My parents won't allow it.			
5	'Go away! You are not one of us! This is our court!' the children told me when I wanted to play basketball with them.			

7. Ask the class to **close their eyes** and imagine that they are going to go to a new school where they have no friends yet. What would they like the children in their new school to do to make them feel safe and accepted?
 - Ask the group to open their eyes and list the things they can think of individually. Then ask the students to share their lists with the group.
 - Next, ask them to now imagine that their first week of school in the new place is over. Ask them to write an e-mail to a friend in their old school telling him or her about their first week in the new school.

Assessments:

Students must learn at least five words in a new language of their choice, perhaps one that is spoken by a new student in your school or classroom. Explain they may get help from their parents or you, or the internet. Tell them they must be prepared to teach the class the new words they have learnt. Cut out images from newspapers/magazines or make drawings that illustrate these words.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should to ask their parents about other languages they might speak and why.

Teacher reflection:

Reflect on the experience of new students who are not comfortable in the classroom language or dialect. What can you do to make them feel more welcome?

Holidays

Key concepts: Religious holiday, religious group, Buddhism, Christianity, Hinduism, Islam, Judaism, and the Convention on the Rights of the Child

Ages 8-12

Learning objectives:

For students to:

- analyse the concept of holidays;
- learn about some religious holidays;
- reflect on the meaning of freedom of thought.

Materials:

- handouts;
- pencil/pen;
- extra drawing or writing paper;
- posters and art materials.

Procedure:

1. Ask students to think about the best holiday they have ever had and to fill in the table below with words to describe it in as many details as possible. After all students have had a chance to fill in the table ask one student at a time to share their table and ask the class to guess the holiday.

Sounds	Sights	Smells	Tastes	Feelings

2. Ask students to **form groups** of three or four and make up a list of all the holidays or festivals they can think of. Write down the following information for each one:

- What is celebrated (i.e. what is the reason for the celebration)?
- When it is celebrated (i.e. what time of the year, what season)?
- How it is celebrated (i.e. what do people do to mark this special day)?

Share all findings as a class.

3. Ask each group to discuss their favourite holidays. Then ask the groups to share with the class. Which is the most often mentioned holiday or festival? Are there any that are common to more than one group?
4. Ask the class to form and work in pairs. Instruct the class: interview your partner to find out details about their favourite holiday. Then write a couple of paragraphs or prepare a picture about the holiday your partner looks forward to most.

Below is an example of what a student wrote about her favourite holiday. Read it as an example if necessary.

My favourite holiday is celebrated in spring. This is a religious holiday. It is customary for boys to 'sprinkle' girls. Boys come to our place, say a short poem and put a few drops of perfume into our hair. Boys 'sprinkle' girls like gardeners water flowers in the garden so that girls live long and stay beautiful. I love that.

What I don't like is that this holiday is not always celebrated by all communities in our town on the same day. Because of that, sometimes some boys forget to 'sprinkle' me, too.

5. Explain that **religious holidays** vary depending on the religion. There are many religions in the world. Some people belong to a **religious group**. Others do not follow any organized form of religion.

In the boxes below, there are descriptions of some important religious holidays. Which religious group celebrates which holiday? Ask students to choose from the following words to label the boxes: Buddhism, Christianity, Hinduism, Islam, Judaism. Review as a class.

<p>Diwali, the Festival of Lights, is celebrated between mid-October and mid-December. During this holiday, lamps are lit to symbolize the triumph of good over evil. It is celebrated in families by family members performing traditional activities together in their homes.</p>	
<p>Hannukah represents a victory of religious freedom. It is the Festival of Lights. It is marked by the kindling of lights using a special candle holder. Fried foods like potato pancakes and doughnuts are traditional treats.</p>	
<p>Eid-ul-Fitr is the first day after Ramadan. This festival marks the breaking of the fast at the end of Ramadan. It lasts for three days. This is a time for family and friends to get together. People celebrate with good food and presents for children, and by giving to charity.</p>	
<p>Christmas is celebrated on 25 December or on 7 January. It is the commemoration of the birth of Jesus Christ. On this occasion, people decorate Christmas trees. They often make gifts to each other and sing traditional songs.</p>	
<p>Vesak is the festival that celebrates the birth, enlightenment and death of the Buddha. Vesak is on the first full moon day in May. In a leap year, however, the festival is held in June.</p>	

6. Explain: **The Convention on the Rights of the Child states** all children have the right to 'freedom of thought, conscience and religion'. This means that you are free to think and believe in what you wish, that you are free to be part of a religion or not. Your parents or carers should guide you in finding out what you believe in. Different

children may believe in different things. At different times in their life, people may believe in different things. Facilitate a discussion with the class about everyone's understanding of this right.

Assessments:

In small groups of three or four, students should make a poster to convey the message of the **Convention on the Rights of the Child** to the children and adults in the school and community. Allow students to use a diversity of materials to prepare the poster, such as seeds, leaves, twigs, cloth, string, wool, newspaper clippings, plastic cups, etc.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should discuss with a family member what role religion plays in the family and for them personally.

Teacher reflection:

Reflect on what role religion has played for you personally. Does religion play a part in your teaching? Are you able to support religious or non-religious students so they are not victims of discrimination?

Play with me

Key concepts: Ability, disability, disabled, children with different abilities

Ages 8-12

Learning objectives:

For students to:

- define disability;
- compare different abilities;
- reflect on ways in which children with different abilities can interact positively with each other.

Materials:

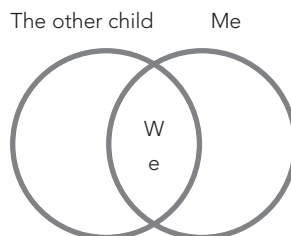
- handouts;
- pens/pencils;
- scrap paper for writing/drawing;
- can/can't cards.

Procedure:

1. **Play this game** in groups of four. Distribute one 'can' card and one 'cannot' card to the students. The cards should be marked as follows:
 - a blind child can...
 - a blind child cannot...
 - a deaf child can...
 - a deaf child cannot...
 - a child who uses a wheelchair can...
 - a child who uses a wheelchair cannot...
 - a child who speaks with difficulty can...
 - a child who speaks with difficulty cannot...

Ask students to take turns to read/listen to the sentence beginnings and finish the sentences on their cards in as many ways as possible. Then, ask each student to prepare a picture to represent what one of the four listed children can do.

2. Ask students **to share their picture and discuss** it with other students. Ask students to explain what the child they represented would have difficulty doing. Ask them to give examples to illustrate what they mean.
3. Draw two circles that overlap, as shown below, and ask the students to do the same. Ask each student to think of the child they drew. In the circle on the left, write what that child can do and they personally cannot. In the circle on the right, write what they can do and the other child cannot. In the overlapping part, write what they both can do.



4. Ask all the students to **stand up and form a group** with all the other students who choose the same child to depict. Then ask each group to internally compare ideas, and discuss similarities and differences in their individual answers to the circles activity.
5. Read the text in the box below. Then ask the students in their small groups to answer the questions and follow the instructions.

Do you know, or are you, a child who:

- Has difficulty seeing? or
- Has difficulty hearing? or
- Has difficulty moving around? or
- Has difficulty speaking or getting people to understand what s/he needs? or
- Finds it hard to keep up in school or do homework?

A child who has these difficulties is **a child with a disability**. Children who have **disabilities** face some challenges. But children with disabilities also have abilities, talents and interests. They may not have the same opportunities as children without disabilities.

All children can play and enjoy playing. Children with disabilities may sometimes feel different or lonely and may not have as much fun as children without disabilities. Some children may look or act differently. For this reason, some children may avoid them or not include them in games. Sometimes, some children are left out because the other children do not know how to involve them in their activities or games. But all children can learn how to interact and play with each other. Games, toys and the space can be adjusted to include all children of different abilities in classroom activities. Wise and mature children can ask the teacher how they might involve all children in their activities.

- Have you ever played in a group of children with different abilities? What game did you play together?

6. **True or false.** Read the situations described below to the class. Ask the students to work in pairs and discuss each situation. They should tick the appropriate column (True, False or I am not sure) to reflect what they think about the situations. Tell them: If you are not sure about some of the situations, explain what makes you hesitate.

Situation	True	False	I am not sure
I use a wheelchair. I cannot play with the other children because I cannot move around quickly enough.			
Grace is blind. She cannot run and play volleyball with me.			
There are very few games for children with different abilities to play together.			
Children with disabilities have no fun playing with children without disabilities.			
Zaynidin cannot hear well. I can only play with him if he looks at my lips.			
I am afraid to play with children with disabilities. They might be easily injured.			

Assessments:

Ask the class to split into groups of four and prepare an art piece that represents a group of children with different abilities playing, and having fun together. Perhaps ask the class to organize an exhibition of the artwork in the hallway or for parents.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should ask a family member if they ever had to work with someone or were friends with someone with a disability. Students should find out what their family member did to support the person with disabilities.

Teacher reflection:

Reflect on how you include/could include students with disabilities. What activity adjustments would help a student fully participate?

Would you like to see my home?

Key concepts: Homeless children and child labour

Ages 8-12

Learning objectives:

For students to:

- define child labour;
- define homelessness;
- describe what life is like for homeless children and children who have to work to support themselves;
- reflect on children's rights.

Materials:

- handouts;
- pens/pencils;
- scrap paper for writing/drawing;
- drawing materials.

Procedure:

1. **Facilitate a discussion** using the following guiding questions: Think of a time when you really wanted something and you could not get it. How did you feel? What did you do? Draw the thing(s) you wanted to have and could not get. Share your drawing, and tell your group about your memory.
2. **Read the story** in the box below to the class. Ask the students to pay attention as you read and to imagine the place where the child lives and spends her time during the day.

I live in the basement of an old factory building. I used to live there with my grandfather. Now I live with my doll. We have a bed, a fireplace and a table. There is steam coming from the pipes. The steam keeps us warm in winter.

One day, my grandfather disappeared in the marketplace. I have not seen him since. I miss him very much. He was saving money for me to go to school. He was going to buy me a notebook, a pencil and an eraser.

My grandfather often told me how he had found me. I was lying near the big dustbins under the bridge. He was walking by looking for things to take back home. He would collect them in his big sack. I was a precious thing to find. He carried me home in his arms.

Later, grandfather found the doll in the same place. He gave me the doll to take care of. The doll has a bad arm. I have a bad leg. We go well together.

Now I sell flowers for the master. There are many children there with me. First, early in the morning, we wrap the flowers. Then we go out in the streets. We yell, 'Sir, Madam, buy a flower'. If we don't sell any flowers, the master gets very angry. He hits the children who don't give him any money in the evening. He doesn't give them food either.

I give my doll to the other children to hold when they are upset. Everyone loves my doll. I have put a nice ribbon in her hair. I take good care of her clothes. One day, a little girl in a big nice car admired my doll. She said, 'She is very beautiful.' I gave her a flower.

I often walk by the school. When I have time, I stop and watch the children. They look happy as they play together. One day, I will be playing with them. Grandpa would be proud of me.

3. Ask the students to **fold a large piece of paper** in two, and then in three so that one gets six rectangles. Label the rectangles as shown below in bold capital letters. Hang up a poster or write on the board the questions below. Then ask the students to do the tasks as indicated in each rectangle. When they have finished, ask each person to find a partner and share their boxes.

<p>TITLE Find a good title for the story.</p>	<p>3 IDEAS Write three ideas that came to you as you were hearing the story.</p>
<p>FAVOURITE PART Write a couple of sentences to retell your favourite part of the story.</p>	<p>QUESTIONS Ask the child in the story two or three questions about her life.</p>
<p>IN COMMON Find at least one thing you have in common with the child in the story.</p>	<p>PICTURE Draw a picture to represent a scene in the story. Write a good caption for your drawing.</p>

4. Now ask students **to draw or paint their ideal home**. Label the different parts of the home. Ask students to pair up with another child and share their pictures. Discuss and compare ideal homes. What are the similarities? What are the differences?
5. Ask students to now **form groups of three or four**, read the information below, and then answer the questions together.

*Many, many children, millions around the world, do not have a home. They spend their time in the streets. They find shelter in unhealthy places. They sleep on the ground. They have no toys. They have no change of clothes. They do not go to school. When they get sick, they do not see a doctor. They have very, very little to eat. They sometimes play. Most of the time, they are unhappy. They are **homeless children**.*

*Many, many children, millions around the world, are forced to work. Some work long hours. They do hard, dangerous work. They do not go to school. They have little or no time to play. Most of them do not have enough food. Many of them have no family to take care of them. They have to work even when they are sick. Most of the time, they are very sad. When children are forced to work, we call that **child labour**. Not all the work that children do is called child labour. When you help your parents, friends or relatives with household chores appropriate for your age, that is not child labour.*

- What is daily life like for a homeless child?
 - Think of the things you do every day. Think of what you enjoy doing. Talk about what working children miss out on.
6. Facilitate a discussion around the *Convention on the Rights of the Child*, explaining that all children should have equal rights. It is unfair that some children are denied their rights. Which rights are denied to homeless children and to children who work?
 - Children who work to support themselves or who are homeless often do not come to school. This is not fair. Every child should go to school and get good education. Discuss as a class what could be done to help all children to come to school.

Assessments:

Students should write an essay or draw a picture about the feelings associated with homelessness.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should discuss with a family member what it means for children to have rights.

Teacher reflection:

Some of your students might be close to homelessness or live in very poor conditions. Reflect on what you know about your students' socio-economic levels. In what ways are home living conditions impacting their ability to learn? Can you as the teacher do anything to support them more?

We had to leave ...

Key Concepts: Migrants, immigrants and refugees

Ages 8-12

Learning objectives:

For students to:

- define and exemplify concepts related to migrants and refugees;
- reflect on the lives of children whose families migrate or live in refugee camps;
- be able to prepare to advocate for children's right to decent living conditions.

Materials:

- handouts;
- pens/pencils;
- scrap paper for writing/drawing.

Procedure:

1. Ask the class to close their eyes and think about a time when you had to separate from someone very dear or leave a place you really liked. Why was that? Can you remember how that made you feel? Ask them to open their eyes, find a partner and discuss together.
2. In the story below, a family was forced to leave their village. Read the story below to the class and ask them to listen to the story. Plan to draw one of the scenes described.

I cannot say my name. My parents said I mustn't. If I do, wicked people may come after us. If they catch us, they will punish us for leaving.

We left the village at night. It was pitch dark. Father said that was a good sign. He also said life would be much better after we crossed the jungle. We would be in another country then.

We walked through the jungle all night. Three men were leading. They looked frightening. Father had paid them to lead us. There were about twenty-five of us walking together. Two were smaller than me. I will be nine in June.

We walked in silence. Bamboo sticks slapped my face. I was thirsty. I could not see where I was stepping. I often stumbled. But I did not complain. I feared snakes. But I wanted to be brave. I did not want to embarrass my parents. I walked behind my father and mother walked behind me. Father carried a bulky sack. I wished he would carry me. Then I could lean my head on his shoulder and sleep. Mother carried a big bundle of clothes on her back. That was all we were allowed to take from our home.

As we walked, I was thinking of my dog. I was not allowed to take my dog. 'Out of the question', the men said. 'It would bark and give us all away.' My heart broke. I would have cried, but I did not want father to get angry. I hugged my dog and whispered to him that I would be back. I touched his warm nose, and he licked my face. His velvety brown eyes looked sad. He sat in front of the hut, his ears pricked up. I looked back and waved. He wagged his tail, but he did not follow us. He knew he mustn't. When our life was really good, I promised myself that I would be back and take him to our new village.

3. Ask the students to prepare their drawing. When the class has finished, ask everyone to share their picture with the group and explain it.
4. Ask the class to form groups of three and together imagine that the child who told the above story will be attending your school. Ask each group to:
 - list 4-5 questions you would like to ask this child. Share your questions with your group;
 - what difficulties, if any, do you think this child may face in your school? What makes you think that?
5. Ask students to listen carefully to the explanations in the boxes as you read and discuss the answers to the questions below in their small groups of 3.

Immigrants are people who settle down and live in a country other than the country where they were born.

Migrants are people who migrate. **To migrate** means to move from one region or country to another region or country.

- What do you think can make people move from one place to another?
- If a child from an immigrant family comes to your school or community, what difficulties might this child face?
- How could you help a child from an immigrant family feel at home? How could you help this child do his or her best in your school?
- How could you make this child a friend? Why would you do that?

Migrant workers are people who move to another region or country to work. Many of them leave their families behind. Migrant workers generally send money to their families at home to help them live. They are separated from their family for long periods of time, sometimes for years. Some of them migrate seasonally doing low-paid jobs in agriculture.

- Do you know any children whose parent(s) went to work in another region/ country? Sometimes they have to live with grandparents or other relatives. How do you think they feel about their parents when they are away?
- Imagine that you have a classmate in school whose parents have gone to look for work away from home. What difficulties do you think this child may face? How could you help this child to be cheerful and do his/her best at school?

Sometimes migrants leave their country in secret so that the authorities do not know. They flee the country to escape harsh or unjust living conditions and oppression by the authorities. Sometimes they run away to avoid being caught in a war. These people are called **refugees**. They take refuge in another region/country where life is safer and better.

Because they travel in secret, refugees often face many dangers.

In the new country, refugees often live in **refugee camps**. Life in refugee camps is not always pleasant or safe. People may live in tents or small huts. Clean water and food may be scarce. There may be no electricity. People in the new country may not always be kind or welcoming.

- Describe/represent by means of art work (e.g. a theatrical sketch, a pantomime) a day in a refugee camp as experienced by a child.

Assessments:

Students should write a letter or prepare a speech to deliver to a very important person about how your country should do more to help refugees. The speech/letter should talk about how hard it is to be a refugee.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should ask a family member if they have ever met a refugee. Students should ask the family member to talk about the experience.

Teacher reflection:

Reflect on the difficulty refugees might have in adapting to a new school. Reflect how you can be more accommodating to a new refugee.

The things we share

Key Concepts: Community agreements and Respect for All

Ages 8-12

Learning objectives:

For students to:

- examine in depth the concept of Respect for All;
- negotiate and draft a set of ground rules/a community agreement;
- design and implement actions to promote the value of Respect for All.

Materials:

- handouts;
- pens/pencils;
- scrap paper for writing/drawing.

Procedure:

1. Provide the following directions to the class: Ask students to write down one-word answers to each of the following questions. Then ask them to make groups of three. As a group, they should draw a flower together. In the middle, write the things everyone shares, on the petals write the things that make each person different.
 - What do you like to learn?
 - What do you like to do in your free time?
 - What is your favourite food?
 - What colour do you like best?
 - What makes you cry?
 - What makes you happy?
 - What object would you absolutely take with you on a long journey around the world?
 - When is the best time for vacation?
 - What is the number one quality that you appreciate in a friend?
 - What is your favourite word?
 - Where would you like to go on holiday?
 - What do you want to do when you grow up?
 - What are you afraid of?
 - What is your favourite animal?
 - Who is the person you respect most?
2. Put the flowers out on the walls of the room and let the students walk about to look at the flowers drawn by the other groups.
3. Ask students to silently remember a time when another child hurt them. What did the child do or say? Why do you think they did or said that?

Then, ask the students to silently remember a time when they may have hurt another child. Ask them, what did you do or say? Why did you do or say that? How do you feel about that now?

Now, ask everyone to find a partner and list all the things that people do to hurt each other. After a few minutes, share the lists with the whole class.

4. Explain that having a **community agreement** or **ground rules** on what we should do and what we should not do when we are together may help us avoid being hurt or hurting others. Ask students to start from the list they wrote for the last activity and write down what students in your school community should do and should not do to make sure that you can all learn and play together happily.
 - Then, ask the students to make the list into a formal list of 'dos' and 'don'ts' that everyone should consider accepting and observing during the learning activities and at break time.

- As a class, share the lists and negotiate each item in the list if needed. Display your agreed list on the wall for everyone to see. Refer to the list as often as needed. If you feel that your list should have new entries or that some entries are not useful, revise it. Aim to have a final community agreement within a couple of months or so.
5. As a class make a *Respect for All* alphabet. You have an example below. Some of the words are less often used, so you may want to ask students to look them up.

Provide time for the students to illustrate your alphabet to make it more attractive. Look for new words for your *Respect for All* alphabet in newspapers, dictionaries, etc.

Our Respect For All Alphabet				Agreement	Brotherhood
Consensus	Dignity	Entertain	Friendly	Gentle	Heart
Impartial	Jovial	Kind	Loving	Marvellous	Neighbour
Olympics	Peaceful	Quorum	Respect	Smile	Tender
United	Victory	Wonderful	“X-Cellent”	Young	Zeal

6. Ask the students what would happen if all the children in your school observe the community agreement or ground rules that you have? Promote the value of Respect for All in your school community. Send your ‘Respect for All’ message out clearly.

Here are some ideas for what you could do. Discuss the ideas as a class and settle on one or two to try.

- Set up a drop-box where students who feel they have been treated disrespectfully may drop in their complaints.
- Set up a student council in your school. Include students who are as diverse as possible, so that everyone feels represented. Decide on the council’s role in promoting Respect for All to members of your school community and beyond.
- Organize a campaign to make people aware of the importance of treating everyone with respect.
- Organize a ‘Respect for All’ art exhibition. You can include photographs, drawings, posters, etc.
- Organize a ‘Respect for All’ festival, where you can have sections for singers, poets, dancers, etc.

Assessments:

Students should write sentences using the words in your alphabet to illustrate respectful, friendly behaviour.

For example:

- We have an *agreement* to take turns playing on the swing.
- They negotiated until they reached *consensus*.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should discuss with their family the idea of mutual ‘rules’ of behaviour and suggest making family rules.

Teacher reflection:

Reflect on the rules which the class made. How can you make sure these rules are enforced?

Experiencing a cooperative rather than competing environment

Key concepts: Respect and moral challenges

Ages 8-12

Learning objectives:

For students to:

- reflect on an incident involving respect;
- describe how it feels to treat someone respectfully and how it feels to be disrespected.

Materials:

- pencils;
- paper;
- crayons.

Procedure:

1. Ask students what 'respect' means.
2. Ask students to use a technique called KWL. Draw three columns on a sheet of paper or in their journals. If no paper is available, draw three columns on the blackboard or even on the ground if the columns can be made visible and stable in the outdoors. In the 'K' column ask students to list everything they know about respect. Students may work in small groups to do this. This enables the teacher to see what students already know or think they know about respectful behaviour.

<p style="text-align: center;">K</p> <p style="text-align: center;">What I know about respect</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What I want to learn about respect</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What I have learned about respect</p>

3. Students can stop and share their lists in the 'R' column or they can move on to the 'W' column. In the 'W' column, students list everything they want to learn about respect.
4. Students can stop and share their lists in the 'K' column if they have not already done so and the 'W' column. Future lessons can be designed around what students indicated they wanted to know about respect. This increases motivation for future learning.
5. Explain to the students that the 'L' column stands for what they have learned about respect and can be completed after participating in the lesson or during the lesson. The teacher can use the 'L' column to assess what students have learned.
6. Next, ask each student to write down an incident when he or she saw someone else behave respectfully toward another person, or even an animal. Students can also work in pairs or small groups as they write down an incident of respect. Then ask them to write down a time when they were respectful to someone else or to an animal, a small child or grandparent. If no paper is available, students can work in groups or pairs to relay their stories orally to each other.
7. Ask students to share their stories with the class. Hold a discussion about how the respectful behaviour felt when it was performed or when it was observed. Ask students to refer back to their KWL charts to compare

their feelings now with their prior responses on the KWL chart. Refer back to the KWL chart for teachable moments to remind students what they learned about respect

8. As a follow-up, ask students to write down or discuss a time when someone was disrespectful to them personally and how they felt.

Assessments:

Students will be able to describe their feelings associated with respect in a written essay.

Modifications:

Use pictures if children are too young to write.

Home connection:

Students should ask a family member about a time they respected or disrespected someone.

Teacher reflection:

Reflect on what role respect plays in your classroom. How can you increase respect within the classroom?

Rules for respect

Key concepts: Rules, fairness and democratic decision-making

Ages 8-12

Learning objectives:

For students to:

- examine the concept of rules by discussing rules at home and in their communities;
- use critical thinking and writing skills to create a set of rules for the classroom.

Materials:

- pencils;
- paper;
- crayons;
- copy of the Universal Declaration of Human Rights: the child-friendly version (optional). Can be located at http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf.

Procedure:

Sit in a circle and ask students to help develop a set of rules for their class. Start by exploring the concept of rules. Ask questions that provoke critical thinking.

Discussion Questions:

- Where do you follow rules?
 - Do you follow rules at home, in your place of worship, at the community youth centre, when you go to market?
 - What rules do you have at home?
 - Are the rules at home different from those at other places?
 - Does everyone have to follow rules? Why or why not?
 - What happens if you break a rule?
 - Why are rules important?
1. The importance of rules is to help people get along with each other, accomplish tasks, solve problems, respect each other's rights and keep people safe. Then, discuss: What behaviours would we like to see in the classroom so that students are respectful of one another? Make this a leisurely discussion, so that everyone has a chance to participate and make a good, long list.
 2. Ask students to take notes at the board or on a big tablet. Then discuss what might be our rules for this classroom. Discuss each carefully. Discuss what kind of behaviours we do not want to see in the classroom. Then discuss what should be done when someone does not obey the rules.
 3. For younger students: Make a visible distinction between an accident in the classroom and purposeful misbehaviour and discuss with the students so they understand the difference (younger children do not see a difference). Most interesting of all is the discussion of punishment for disobeying the rules.
 4. Is there a behaviour management system in place in the classroom or throughout the school? What do students think of it? This is the point at which you the teacher may need to institute a positive behaviour management system of random rewards. When there is a pleasant greeting, take time off to read a chapter of a special book the children enjoy. Or take a nature walk, or make a special trip to the school library. Try to pay more attention to positive behaviour than to negative behaviour and positive behaviour will increase in the classroom. Vote on the list of rules that the class developed.

Assessments:

Teacher observation of students participating in developing the rules.

Modifications:

- Use pictures if children are too young to write.
- Students share what they learned about rules with a classmate. Students write about what they learned about rules in their reflection journals. Use the child-friendly version of the Universal Declaration of Human Rights (UNDHR) and have students compare their classroom rules with the UNDHR.

Home connection:

Students should share the class rules with their parent(s).

Teacher reflection:

Reflect if you are playing by the rules. How can you better follow class rules?

Appreciate our differences

Key concepts: Diversity, culture and appreciation of differences

Ages 8-12

Learning objectives:

For students to:

- examine the concept of diversity by locating their countries of origin on a map;
- identify one fact about their country;
- learn the terminology for talking about difference.

Materials:

- map;
- pencils;
- paper;
- crayons;
- pins.

Procedure:

1. Explain: in our classroom we are a whole world of different people. Our families belong to different ethnic groups, different nationalities and races, and come from different countries. Some of our families may have always lived here and if that is the case, you are part of the indigenous people of the area.
2. As a class, list all the countries that students' families, even students' grandparents, come from, if that information is known. In this discussion, please ask students to define 'ethnic group' and 'diversity'. Give examples of 'different countries' and 'different states'.
3. Remind students that if they are not sure of their country of origin, they will have an opportunity to ask their families. Help students locate those places on a map and mark each country with a pin. Help children to find one fact about their countries of origin and share with the class.
4. Make careful provisions for students who are adopted or cannot find their origins. If that is the case, where students are currently living can be pinpointed on the map. Ask the class to reflect on the fact that there are some people who cannot find out where their ancestors came from. Who might these people be? Please reflect on the people who might be able to say, 'My people were always here'. Who are they? How do people become displaced from their homelands? Study and discuss an example of these people.

Assessments:

In their journals, students should write the name of their country of origin, list one fact they learned and draw a picture of their country of origin, if known.

Modifications:

- Use pictures if children are too young to write.
- Students could work in groups and use Google Earth or some other computer application to explore information about their countries of origin. If technology is not available, students can be encouraged to ask their families for information of their countries of origin.

Home connection:

Students should ask their parents and relatives where they or their relatives originated from.

Teacher reflection:

Reflect on how children feel in your classroom that were either refugees, or did not know or appreciate or care for their country of origin? What can you do to make this lesson more applicable to them?

Interconnectedness with all humanity

Key concepts: Discrimination, diversity, race

Ages 8-12

Learning objectives:

For students to:

- develop a deeper understanding and appreciation for diversity and difference as well as similarities;
- examine the complexities of diversity through art.

Materials:

- paints;
- brushes;
- crayons (optional).

Procedure:

1. Begin with the question whether all trees have the same colours or size of leaves.
2. Take a nature walk near the school or in the community or near a farm or garden or around a city block and observe the variations of colours and form in nature.
3. Discuss with the students as you walk the beautiful differences between the trees. How each tree has special qualities. Also discuss that while each tree is unique, that all of the trees are trees and share some similarities. Talk about the structure of trees that makes them similar – leaves, stem, trunk. Discuss with the class how all the trees make a collection or a forest.
4. Upon return to the classroom, use paints or crayons to mix colours to come up with a group chart or pie chart display of all the colours of skin of all of us (teacher included) in the classroom. If everyone in the class is relatively the same colour, a group chart of hair colours or eye colours or height can be substituted to show how we are different, but still all alike. If no paints or crayons are available, collect the different leaves on the trees or the different flowers or plants that are safe to touch and bring back to the classroom to make a collage. How many colours or types did you come up with? We all have different colours of skin and hair and eyes.
5. Remind the students while we are all unique, we share a lot in common.

Assessments:

Students should make a mural painting or drawing on a big sheet of paper that shows the classroom working together or playing together. In the painting or drawing, show all the different hair colours and skin colours and eye colours of all of the students.

Modifications:

Let children use disposable cameras to take pictures of the diversity of their natural world.

Home connection:

Students should speak to their parent(s) about the diversity in their home and together develop a family scrap-book that shows the diversity of family, focusing on eye and hair colour. Also ask the students to point out how the family looks similar and share a lot of qualities.

Teacher reflection:

Reflect on how else you can use nature to teach about sustainability and diversity.



Appendix 2:
Anti-discrimination activities
for lower secondary
(ages 13-16)

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Appendix 2: Anti-discrimination activities for lower secondary (ages 13-16)

The following activities are a series of suggestions and ideas which educators can draw from to target specific anti-discrimination, tolerance and respect-based activities in the class. *Teaching Respect for All* advocates first and foremost to integrate anti-discrimination, tolerance and respect across all subjects, but also supports the supplemental inclusion of specific activities as well. The following are these supplemental activities.

Belittle me no more

Key concepts: Bullying, mobbing, gang activities, cyber-bullying and harassment

Ages 13-16

Learning objectives:

For students to:

- reflect on different forms of bullying and their impact on individuals;
- be prepared to take action against bullying as individuals and as a group.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask the students: What does the title of this unit suggest to you? Have you ever been the target of repeated mockery or attempts at intimidation? Do you know anyone who has? What was the reason? Turn to another student and share your answers. Facilitate a discussion around these questions.
2. Instruct the students: As you read the diary page below, picture 'them' and prepare to describe what they look like, what they act like, how many people there are.

School today was horrible. It's been the worst day since we came here.

Break time was bearable. They came up to me whispering the usual things like 'wimp', 'your father hates you – he'll never come back' and 'your mother's a bitch'. There was no pinching, no hitting. I was over halfway through my sandwich when they knocked it out of my hand. I was quite full by then.

In the last class, I tried praying. I forced myself to think nice thoughts. I prayed that I could sneak out of the playground before they spotted me. That Daddy would turn up and walk me home in safety. Perhaps buy a cone of ice cream for me. No, no, that's asking for too much. I could even picture their faces – smiling kindly this time as they greeted my father.

I missed the teacher's instructions again. I thought if only I could get through the day, I'd face the teacher tomorrow.

When the lessons were over, I packed hurriedly. I walked quickly down the corridor along the wall. I was out of the building. I stopped at the top of the stairs. I remembered my prayer. I looked around in case Daddy had come. And then I saw them. Leaning against the wall, as if casually. Laughing loudly, mimicking the French teacher.

My mind frantically searched for ways of avoiding them. How do I get out of the playground without being seen? I wished I could turn invisible. I froze. I just stood there. Go back? They would come after me. The corridors would soon be empty. Keep standing here? The caretaker would come to lock the gate and send me home. Walk around the back of the building? That's an open invitation to kicking and pinching.

I decided to keep walking. Slowly, one step at a time. Looking down. Bracing myself for what would come. Carefully descending the stairs. I would face them when I got there, I resolved.

3. Ask the students to think about the diary page they just read and answer the following questions verbally with a partner:
 - What do you imagine 'they' look like? Describe 'them'.
 - What do you think the gang's reason could be for tormenting the narrator?
4. Read the explanation below aloud to the class and ask each group to return to the diary page above to identify words or sentences that indicate that the narrator was the victim of mobbing.

Situations and actions like those described in the text above are not uncommon. They can occur in school, but also at the workplace or in the neighbourhood, even in the family. A group of people may focus on a person and start rumours about him or her, launch innuendos, engage in scheming to intimidate, discredit and isolate the victim, while consistently and unfairly blaming him or her for something. This is called **bullying** or **mobbing**. Mobbing is bullying exerted by a group. Generally, there is a ringleader or a 'chief bully' who is the main schemer, the designer of the plot. Victims of mobbing are not necessarily picked for reasons that pertain to their gender, ethnicity, social status, religion, etc. They are the target of general **harassment** rather than sexism or racism or xenophobia.

Cyber-bullying refers to the use of information and communication technologies for the purpose of bullying.

Many of us have witnessed bullying or mobbing, either as a bystander, or as a victim or as the bully/one of the gang. Bullying and mobbing are condemnable because they affect people's integrity, sense of respect, responsibility and fairness, and they prevent individuals from productively participating in the community.

5. Explain that the diary entry stops before we find out what made that day horrible. Ask the students to imagine what happened when the narrator encountered the gang. Ask the class to form groups of 4-5 people and together to create a play to describe the scene. After some time to play, ask each group to perform in front of the class.
6. Now ask the class to imagine that they are one of the narrator's parents and their child comes home with dirty and torn clothes, covered in bruises. In this scenario, imagine that the child does not want to talk about what happened. In groups of 2-3 ask the students to role-play what the conversation might look like.
7. Facilitate a discussion using the following questions: How can one recognize a gang that engages in mobbing? How can one recognize a victim of mobbing or bullying? Recall situations or incidents where (you suspect) you witnessed mobbing or bullying. What made you think/suspect that? What did you do? What might you have done that you didn't do?
8. As a whole class, facilitate a discussion to identify areas in your school or around it where students may feel unsafe because of bullying or mobbing (in the school yard, in the gym, behind the school building, etc.). List the types of bullying/mobbing (verbal, physical) that could occur and the times when they may occur. Think of effective strategies to increase the security of these places and write them down.

Assessments:

Ask students to imagine they are a classmate of the narrator of the text: You have just realized what has been going on and how your classmate has been victimized. Think of action you can take in the school to stop the mobbing. Think of ways to:

- Stop your classmate being victimized: What would you say to him/her? Who else would you talk to? What would you say to them? How would you reassure your classmate that what s/he shares with you will be kept confidential?
- Prevent such situations from ever occurring in your school again: Who would you need to have on board in order to prevent bullying or mobbing from occurring in your school? How would you approach them? What would you recommend should be done?

Students should write out their recommendation in the form of a proposal.

Modifications:

None.

Home connection:

Students should talk about bullying and mobbing with their peers and adults. They should ask parents, teachers or other adults about their experiences, either as a bystander, a bully or a victim. The following day in class, ask if any students have a story to share.

Teacher reflection:

Reflect on what role bullying plays in your class and how you work to prevent it, both through formal curriculum and also through your actions. What other actions could you take?

Hide and seek

Key concepts: Gender, sexual orientation, discrimination on grounds of sexual orientation and coming out

Ages 13-16

Learning objectives:

For students to:

- define concepts related to sexual orientation;
- make connections between sexuality and discrimination;
- reflect on the effects of discrimination based on sexual orientation;
- be prepared to advocate for people's right to respect and dignity, regardless of their sexual orientation.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a discussion around the question: What does the title 'Hide and Seek' make you think of?
2. Ask students to read the text below and make a note of the words/phrases they do not understand.

My sister is dead

'Our lives begin to end the day we become silent about things that matter' (Martin Luther King Jr.)

My sister Adabelle is dead. She was barely 24. She was a lesbian. She was brutally murdered on her way home from a meeting two nights ago. Her attackers repeatedly raped, beat and stabbed her before dumping her body in a drainage ditch. No arrests have been made. The police have not even started investigating her murder yet, and I believe they may not ever really. The criminals are likely to go unpunished.

It is obvious that my sister was targeted because of her sexual orientation and her work. She was an activist for the rights of lesbian, gay, bisexual, transgender and intersexual (LGBTI) people.

My sister was a sweet, loving, well-educated young woman. I remember how hard it was for Adabelle to tell me and our parents that she was a lesbian. She knew that coming out might be dangerous, but she wanted to live genuinely. She did not want to hide who she was. She believed that all people have the right to be respected, whatever their sexual orientation or sexual identity.

It is sad, but in my country, particularly in the rural areas and townships, LGBTI people are accustomed to being insulted and threatened. They are so used to verbal abuse that they fail to recognize that verbal disrespect is a form of violence that may escalate. For example, in the last five years, I have heard of at least ten cases of rape followed by murder of a lesbian woman. These incidences of assault and murder of lesbian women have also occurred in the wider context of persistent levels of violence against women in general. It is no wonder my mother is afraid that they are going to come and kill me, too.

3. Below are explanations, based on definitions provided by the American Psychological Association for some of the words in the text above. Read the definitions to the class and ask them in a group of four to discuss. Ask each group to prepare a concept map to represent sexual orientations.

Discrimination on grounds of sexual orientation includes being treated differently because of one's sexual orientation, or because of people's judgments about one's sexual orientation, or because one is associated with an individual of a certain sexual orientation.

Sexual orientation refers to the general attraction a person feels towards individuals of a different sex or the same sex or both. There are three predominant sexual orientations: towards the same sex (**homosexuality**), towards the opposite sex (**heterosexuality**) or towards both sexes (**bisexuality**). A person's sexual orientation may change over time.

Lesbian refers to a homosexual woman. **Gay** refers to a homosexual man. One does not necessarily need to have had sexual experiences with same sex people in order to identify oneself as homosexual.

Gender identity refers to one's sense of being male, female or transgender.

Gender expression refers to the way in which one manifests one's gender identity through behaviour, clothing, hairstyles, voice or other characteristics.

Transgender is a term which describes people whose gender identity, gender expression or behaviour does not confirm to that typically associated with the sex to which they were assigned at birth.

Intersexual is a term used to refer to a variety of conditions an individual is born with, having sexual anatomy not in keeping with the typical definitions of female or male.

Coming out is a term related to the process of self-acceptance, which may be a difficult and long process. A person builds his/her identity as a lesbian, gay, bisexual or transgender person by keeping it to him/herself at first; later on s/he may reveal publicly his/her sexual orientation or gender identity.

4. Ask each group of four to read *My sister is dead* again, this time aloud as a group. Then ask each group to discuss and answer the questions below.
 - How do you think Adabelle's sister felt? What makes you think so?
 - What reason(s) do you think the police may have for not investigating Adabelle's murder immediately?
 - What do you think is the purpose of Adabelle's sister writing this text?
 - Does sexual orientation apply to every person?
5. Facilitate a discussion using the following guiding questions: Have you or a person you know experienced discrimination based on sexual orientation? Why do you believe that has happened? What did you do in that discriminatory situation? Try to recall movies you have seen or stories you have read or heard about related to discrimination based on sexual orientation or incidents related to sexual orientation. Describe what happened, who did what, and whether or not anybody took action against discrimination.
6. Ask the class to think of a joint action which they can take against discrimination based on sexual orientation. As discrimination on grounds of sexual orientation might occur in many situations, including in school, at the workplace or in the street, facilitate the class to develop a guide for school students on how to handle different sexual orientations in the school. Here are some tips:
 - Students may need to have a look at the school's rules and regulations. Are there any rules that refer to equal treatment or countering discrimination against students in general? If yes, what do they state?
 - Think of actions to counter discrimination based on sexual orientation. What should students do if they perceive they are experiencing discrimination or harassment because of their sexual orientation? What should students in your school do if they notice discriminatory actions or behaviour, or situations of sexual harassment?
 - How can students support their colleagues in coming out?

Assessments:

Each student should write an email to Adabelle's sister expressing support and discussing why discrimination is so bad.

Modifications:

None.

Home connection:

If students feel comfortable, they should have a conversation with a family member about homosexuality and struggles which homosexuals have in coming out.

Teacher reflection:

Coming out is a very hard process for many individuals. Reflect on how you can use the classroom to make the acceptance of homosexuality more universal and support students who might either be coming out or supporting a family member/friend in the process.

I understand that language

Key concepts: Ethnic groups, minority language, ethnic violence and reconciliation

Ages 13-16

Learning objectives:

For students to:

- define and exemplify the key concepts related to ethnic violence;
- reflect on the way ethnic violence influences people's lives;
- design a project to promote ethnic reconciliation among young people.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask students to form groups of 3-4 students, and answer the question: In how many languages can you greet someone, and in how many can you say 'please' and 'thank you'? Ask the group to make a list of all the words or phrases they can come up with and name the languages used. Once done, make a class-wide list.

Language	Greeting phrase(s)	Please	Thank you

2. Put the following question to the class and facilitate a discussion: A student in his first year of high school, not very interested in studying foreign languages, asked his teacher: 'Why do we have to study foreign languages?' If you had been the teacher, how would you have answered him?
3. Ask the students to individually read the text below, inspired by a real-life situation, and to think of who the students in the morning shift and the ones in the afternoon shift could have been. Facilitate a discussion around if this incident could have happened in your country/region.

It all started when the morning shift was leaving the school, and we were going in. It was early afternoon, on a beautifully sunny day in October. There were girls and boys lingering all over in the playground, chatting and getting into small groups to walk away together.

The kids who attend the morning shift in school are not like us. They are taught in their language, and we are taught in ours. They live in a different neighbourhood and we never hang out together. We avoid their clubs, and they never come to ours. Our parents don't shop in the same stores and they don't go to the same churches.

Normally, there is a one-hour break between the morning and the afternoon shifts in school so we don't mix, but this time my friend and I wanted to finish a project and decided to meet up early.

A group of boys was heading out of the yard, and I suggested to my friend that we should wait at the gate until they were out. One of them must have heard us. We were speaking our language. He stopped short, and came straight up to us.

'I understand that language! How dare you use those dirty words?' he yelled in his language, as he moved his fist threateningly close to my jaw. I noticed the veins in his well-worked hands.

My heart was pounding. By this time, there was a ring of onlookers closing in. I did not want to fight. I had promised Mum I never would.

'I understand the language you used' I said, speaking their language with a slight accent, not fearless of their reaction. 'I understand that you may not like us. But I do not want to fight. I think our folks have fought each other enough. My father died in one of those fights.'

I don't know what memories may have crossed the other kids' minds, but they all looked down. Then they walked away. Seeing them leave in silence, I knew what our next project should be.

4. Ask the students to first answer the questions below on their own and then to turn to a partner and share answers. Finally discuss with all learners.
 - Why do you think the boy's mother wanted him to promise that he would never get in a fight?
 - What reason might the boy have had to fear the reaction of the students in the morning shift?
 - What do you think about the narrator's behaviour? What would you have done in that situation?
 - What is your opinion about the practice in the school above, which has different shifts for the students who speak different languages?
5. Present the students with the definitions below, discuss what these mean in your context and ask students to find examples for each category in your country or region.

Ethnic groups are culturally and geographically defined groups. Members of an ethnic group share the same language and cultural practices, and sometimes the same physical appearance and religion.

Minority languages are languages spoken by ethnic minorities of a country. The term is often used to distinguish these languages from the country's official language.

Ethnic violence is violent action directed against an ethnic group or individuals belonging to that group.

6. Explain that people may fear other people from a different ethnic group, especially if, during a long history, there have been conflicts between their groups.

Reconciliation between or among ethnic groups that have been through conflict is not easy. However, it is up to each individual to grow out of the resentment they may feel against members of the other groups. Peaceful, positive contacts among members of the different groups are an essential ingredient of the reconciliation process. Understanding and accepting cultural differences depend on such direct encounters.

- Ask the students, what **ethnic reconciliation** initiatives have they heard about/witnessed?
7. Ask the students to form groups of four and imagine: If you were the boy in the story above, what project would your next one be? As a group, share your thoughts to develop your project idea. Prepare to present the project to the other groups answering the following questions:
 - What difficult situation does your project address?
 - What would you like to achieve through your project?
 - What activities do you think will best serve your purpose?
 - Who will you involve in your project?
 - What materials, if any, do you need to do the activities?
 - How will you know whether your project has been successful?

Assessments:

Students should write a reflection on ethnic discrimination in their country/community/area.

Modifications:

None

Home connection:

Students should discuss with parents what role ethnic discrimination has played in their lives and the community around them. The option should be offered for students to share their conversation with the class if they so choose.

Teacher reflection:

Reflect on the different ethnic groups in your class. How does ethnicity play a role in students working together? Is there ethnic discrimination in your class? How can you work to mitigate ethnic discrimination?

I wish for ... I pray for ...

Key concepts: Values, role models, religious persons, morality and dilemmas

Ages 13-16

Learning objectives:

For students to:

- reflect on values and how to make significant decisions in life;
- apply their understanding of values to solve a problem;
- create art work to express values they cherish.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Post/write the following questions on the board. Ask students to silently reflect on them for a few minutes and then find a partner to discuss their answers:
 - What do you value most in life?
 - What are your guiding principles? How have they changed over time?
 - Do you have a role model? What things have you learned from that person?
 - Who plays the most important part in your education?
 - Who has the most important say in what concerns your future?
 - What wish would you like to see fulfilled in the future?
2. Ask the students to imagine they came across the following message on a forum posted by a mother who chose to seek advice not from other parents, but from teenagers like her son. Read it aloud as a class and ask students try to find a solution to her problem.

My 15 year-old son is hanging out with a boy whose parents are churchgoers. I have nothing against people going to church. Everyone is free to do whatever they like. I am free to believe that there is no deity watching over us and that there is no afterlife. Others are free to believe otherwise.

But I am a parent and I believe parents have to do what is best for their children. My son has now started to talk about things like divine law, purity of soul, sin and afterlife. He wants to join the church. I can see how he is starting to put his destiny in the hands of some unseen force that is more powerful than his own will.

I brought him up to stand on his own two feet, to rely on his strength to make it through life, to do what is right. I taught him that laws are made by people so that they can live in society. I tried to teach him fairness and reason.

What I hear from him now is completely beyond reason. He believes in things without proof. I have a moral obligation to protect my son from indoctrination. I am afraid that he will be taken over by a group of people who use people's ignorance and fear of death to suit their hidden interests. I am afraid that my son will end up believing things that will be of no help to him in life.

When I think of religion, I think of people giving money to a church, people asking for help because they are not strong enough to solve their problems, people who want to believe they will live forever. I am not an ignorant person. I have read about many religions and I can appreciate the moral teachings in all of them, but religion is not the only source of morality.

I am aware that it is my son's friendship with that boy that is the key factor in his transformation, not to use the word indoctrination. I have seen parents lose their children to all sorts of external influences: some to criminal gangs, some to obscure sects, some to drugs. All parents blame themselves for not having prevented these things from happening. They are now living with this question tormenting them, 'Why did I not do something before it was too late?' I don't want to reach the point where I have to ask myself the same question.

But it's not easy. As long as my son is hanging out with that boy, he cannot escape the influence of those ideas. If I forbid him to hang out with his friend, I'll turn my son against me. He will hate me for ruining what he thinks is the most beautiful friendship he's ever known. I want what's best for him. What should I do?

If you think I should talk to him about my concerns, know that I already have. Everything I wrote here I have told him already. He says that he can feel things that my mind cannot understand. How can anyone trust feelings more than reason?

Dear children my son's age, maybe you understand what I don't. Write to me and tell me what you think a mother should do when faced with such a dilemma.

3. Ask students to form groups of three and discuss the following questions:
 - What arguments in the mother's message do you agree with? What arguments do you find unconvincing?
 - What would you advise the son to do? Follow his wish to become a religious person or listen to his mother?
4. Then post the following questions and in their small groups, ask students to discuss:
 - To what extent do you think parents should make decisions for their teenage children?
 - Consider the issues below. Discuss them, providing examples from your own experience with your parents.
 - a) parents should have no say in this issue/teenagers should decide on their own;
 - b) parents should be involved in deciding on this issue;
 - c) parents should decide on their own/teenagers should have no say in this issue:
 - what school to attend;
 - friends to go out with;
 - things to do outside school;
 - where to spend holidays;
 - what books to read;
 - what movies to watch;
 - what sports to practice;
 - what clothes to wear;
 - how much pocket money to have;
 - religious beliefs;
 - how much time to spend on leisure activities.

Once all groups have finished discussing, ask each group to share the overall ideas with the whole class.

Assessments:

Students should write back a letter to the boy's mother, giving their own advice.

Modifications:

None

Home connection:

Students should discuss with their parents what role they each see each other playing in making discussions concerning the student.

Teacher reflection:

Reflect on the fact that some students have involved parents and others have not. How can you use classroom instruction to open communication between parent and child?

Be my friend

Key concepts: Disability, differently abled persons and quality relationships

Ages 13-16

Learning objectives:

For students to:

- reflect on relations among people with different abilities;
- reflect on how prejudices influence our behaviour and relationships;
- prepare to sensitize others and advocate for the rights of people with disabilities.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a class discussion using the following questions: What does the title of this unit suggest to you? Is there anyone you would like to make friends with, but they do not seem to be interested in your friendship?
2. Ask students to think of a person who is differently abled than them. Ask students to first silently answer the questions below and then find a partner to discuss their thoughts:
 - Can you identify some similarities and some differences between yourself and the differently abled person you thought about?
 - What has been the most remarkable event that you and differently abled people have been involved in together?
3. Read two schoolmates' instant messaging in the box below aloud as a class by asking for two volunteers. Then, ask students in groups of two to answer the questions below the box:

ZeeBlade: yo – what's up?
 HCl: party Saturday?
 ZeeBlade: sure, what occasion?
 HCl: B-Day
 ZeeBlade: ho-ho-ho – getting old? who's coming?
 HCl: wait & C
 ZeeBlade: whoever minus the 2 weirdos, I hope
 HCl: no worries
 ZeeBlade: yeah ... I dunno what's wrong with them, man
 HCl: whatever it is, it's very wrong
 ZeeBlade: how did they get to be in our school in the first place?
 HCl: beats me
 ZeeBlade: you saw the big one come up to me?
 HCl: would've scared me – what did she want?
 ZeeBlade: wanted to say smth, took her ages, never got it
 HCl: disturbed
 ZeeBlade: zombie
 HCl: forget her
 ZeeBlade: cool – gonna be a great party

- What do you think 'the 2 weirdos' look like? How do you think they behave?
- Why do you think these two students were in the same school/class as HCl and ZeeBlade?
- How do you think the party planners felt about the two different students? Why do you think that?
- How do you think HCl and ZeeBlade would have felt if the students they discussed had seen their messaging?

- How do you think the two disabled students would have felt if they had found out about the party planners' discussion?
 - How do you feel about HCl and ZeeBlade?
4. Ask a student to read the contents of the box below aloud and then ask the students with their partner to answer the questions below the box.

*In many countries, **students with disabilities** are included in regular schools. Some disabilities are easy to recognize as they are visible (like being blind, or using a wheelchair), while others are invisible (like having autism or difficulties with reading). These limited abilities are expressed in different behaviours. In school, sometimes these behaviours are misunderstood and hinder positive relations among students. If students are not prepared and informed about each other's abilities and difficulties, situations similar to the one described in the party planners' conversation may occur.*

Remember that disabilities are just a social construct separating people of differences. All people have different abilities, some are just more pronounced than others.

Even though students with different abilities are present in the classroom activities, some can easily become isolated and excluded from leisure activities – such as spending time with their classmates during break time, participating in different events outside the school, etc. Implicitly, these students may have difficulty building friendships. Therefore, inclusive classrooms and shared leisure activities are important, because in these settings students get to know each other better and form quality relationships.

Quality relationships between students of all abilities do not simply emerge by having students together in the same space. Some students need assistance to fit into certain settings and activities. They may need someone to facilitate their involvement. Without support, some students may miss the opportunity to know each other well.

- What are some things that you are particularly good at/bad at?
- How have these disabilities restricted you?
- How would you feel if your disabilities were major, restricting your ability to walk, or talk or hear?
- Why may some students be isolated or excluded from leisure activities? Think about the answer, then turn to a partner and discuss.
- Can you think of a social event that your classmates or buddies did not invite you to participate in? Why was that? How did you feel? What did you do?
- Imagine you are a classmate of the characters in the message exchange in Activity no. 3 above. You have realized what has been going on and how some of your classmates are isolated and excluded from fun activities. Think of action you can take in your class to involve all your classmates in a variety of activities. Consider the following: Who would you approach and how? What would you say to them?

Assessments:

Students should choose one of the activities below and complete the activity. Share their project with the class:

- Choose one disability that may not be visible and which you would like to learn more about. Research the topic and write a short summarizing report. Present your report and discuss it in your group.
- Research the history of movements in support of rights of people with disabilities. Share your findings with your group.
- Monitor the press to find reports on incidents where the rights of people with disabilities were violated. Share your findings with your group.
- Plan and run a campaign in your school to promote sensitivity towards students/people with disabilities. Create posters and hang them around your school. You may invite speakers with disabilities to come and give a talk about their school experiences. Who would you need to have on board for a successful campaign?

Modifications:

None

Home connection:

Students should discuss disability with a family member. Ask a family member what skills/tasks they are not good at like reading, public speaking or basketball. Ask how this lack of skills has impacted the family member and what they have done to overcome this setback.

Teacher reflection:

Reflect on the activities which go on in your class and school. Which activities might be hard for a student with disabilities? Brainstorm ways to include these students more effectively.

It's unfair!

Key concepts: Friendship, poverty, discrimination and resilience

Ages 8-12

Learning objectives:

For students to:

- analyse the meaning of friendship;
- reflect on how prejudices related to social status influence our choice of friends;
- clarify the concepts of child labour and resilience;
- apply their understanding of the concept of resilience.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask students to form a group of four and answer the following questions:
 - How do you choose your friends?
 - What things are important for you when you choose a friend?

Ask each student to cross out all the things that don't matter to them in a friendship and circle the ones that do. Add to the list as necessary... Students should share the list with their small group.

I want my friend to ...		
be funny	spend time with me and not with other friends	look like me
have nice parents	help me when I need it	lie for me if that will keep me out of trouble
do crazy things with me	tell me everything about their life	look cool
have lots of pocket money	be honest	be liked by my parents

2. Facilitate a discussion around the questions: Do you ever argue with adults in your family? If you do, what do you argue about?

Ask a student to volunteer to read the following story. Students should focus on finding out why a mother got angry with her children.

A woman takes her children to play with her friend's children. Seeing that they have visitors, the children bring a huge box of toys into the living room and they all start playing together. The two mothers go into the kitchen to make some tea. They chat and laugh and gossip and the time flies so fast that they don't even notice that the children have left the house.

At one point the woman looks outside the window and sees the children playing with some children across the street. 'Look how easily kids make new friends! They sure seem to be having a great time with those kids outside' she says to her friend. The other woman looks up, dashes out of the house and angrily brings the children back into the house saying 'How many times do I have to tell you not to play with those kids across the street?'

'Why didn't you let them finish the ball game?' the visitor asks in surprise. Her friend points to the house across the street and says 'That woman is a disgrace. You should see how dirty her house is and how dirty her children are. Just take a look at the clothes she hung out on the line. Can you see the dirty spots on those shirts and towels?'

The woman walks up to the window and says 'The clothes look clean to me, but there are some stains on your window.'

3. Ask the students to think about the story and discuss in their small groups:
- Why do you think the children went outside to play?
 - Do you think the children will avoid playing with the children across the street from now on? Why? Why not?
 - Should socio-economic levels play a role in who your friends are?
 - What would you do if your parents didn't allow you to play or hang out with some children? Discuss the benefits and the risks of taking one of these courses of action. Can you agree on the best thing to do? You may suggest something else.

Course of action	Benefits	Risks
Play/hang out with them in secret		
Stop seeing them		
Explain to your parents what you like about them		
Ask for advice from other friends		
Ask for advice from other adults		

4. As a class, read the message below from a young teenager:

When I was born, my parents were well-off. We lived in a big house and my parents got me whatever I wanted. For the first ten years of my life, I felt safe and happy.

One night, my Mum woke me up and took me into the forest. She was shaking. I asked where Dad was, but she didn't say a word.

My life has completely changed since. My Mum and I have lived in a small room for the last three years. My Mum is working for a family who live in a big house, much like the one we used to have. She gets home very late at night. If I lose my Mum too, I don't want to live any more.

- What may have caused the change in the life of this family?
- What would you say/write back to the author of the above message in encouragement?

Assessments:

Students should write a reflection on what role socio-economics has played in who their friends are.

Modifications:

None

Home connection:

Students should discuss with a family member what role socio-economic levels have played in who the family is friends with. Students should ask their family member if this reality is okay with them.

Teacher reflection:

Reflect on the different socio-economic levels in your class. What role are they implicitly playing in which students are friends and/or work together on school projects? In what ways could you work to address any discrimination occurring either consciously or unconsciously in class?

Where are you going?

Key concepts: Child soldiers and war

Ages 8-12

Learning objectives:

For students to:

- reflect on how families and children in particular are affected by war;
- design ways to take a stand against armed conflicts.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a discussion around the following questions: Think about an older relative with whom you like to be, and share your thoughts. What makes this person good to be with? If that relative was taken away from you, how would you feel?
2. Read the following story aloud to the class. Ask students to focus on examples that show a close relationship between Jay and his Aunt.

he rebels had captured the town. Shops and homes were looted. There was no food or medicine. The people were afraid that they would be harmed.

12-year-old Jay sat at the window watching boys his age in the street. They had joined the rebels. They were carrying rice and other food. Some had TVs, VCRs and other things.

Jay said, 'Look Aunty, those children are taking away a lot of things. I could...'

'Don't even think about that!' she interrupted. 'Those are other people's things, Jay. They harassed people. They are looting their homes.'

'But if anyone tries it here, I will join too,' Jay said, staring at the boys.

'No, no, Jay. You will not join them. They are taking drugs and doing horrible things. Those children will never be normal again.'

'Aunty, I can't allow them to take our things. I will join the rebels to protect us.' Jay got up sharply.

'You will not join them,' Aunty said, glaring at him.

That evening, Jay came home victoriously with a palm cabbage and some palm nuts.

'Where have you been, Jay?' Aunty asked worriedly, looking at the food.

'Aunty, we don't have to starve because of their guns.'

'I know it is hard. Your father won't go out since they beat him. I don't want them to hurt you too.'

'Aunty, nobody can mess with me!' Jay stormed out, slamming the door after him.

T'Jay, you will not join them,' Aunty repeated in a determined voice.

Three weeks later, Jay woke up early to get firewood for cooking and water for the washing. He left his aunty washing clothes under the plum tree. Jay had hardly left when the rebel leader entered the yard.

'Hello, Old Ma,' he said looking around. Jay's aunty did not reply. 'We know that you don't like us. We are here to liberate you people, but you don't appreciate it.'

Aunty looked at him and his gun over his shoulder. Then she looked at the 10-year-old boy at his side.

'Liberate me?' she replied in an angry voice. 'You are confused, young man. I was free before you came. Now, you are liberating me of my food and everything I have. Our children are becoming adults overnight and using drugs. The schools are closed. People are afraid and hungry.'

'Shut up, you old witch! Small soldier, take her away,' the leader said, commanding the boy beside him.

An hour later, Jay returned. He heard footsteps nearing the back door and he called out 'Aunty, Aunty, do you know...' But it was not his Aunty.

His father stood in the door with a sad face. He said, 'They took your Aunty away.'

Jay did not say a word. He passed him and entered the house. Then he hurried out with a backpack and a cutlass.

'Where are you going, Jay?' his father asked.

'Where you are afraid to go,' Jay replied angrily, and he left without looking back.

[This is a true story that happened in 1992. Jay has been missing since.]

3. Ask each student to work individually and fill in the chart by first recording 3-4 events from the text in the left-hand column of the table below. In the right hand column, record reflections on how Jay and his Aunty may have felt.

Event from text	Reflection

4. Ask the students to form groups of 3 or 4 students and work together to answer/discuss:
 - Share events and reflections from the chart.
 - Review the reasons why Jay wanted to join the rebels.
 - Review the reasons why Aunty did not want Jay to join the rebels.
 - Think, discuss and write down/prepare to list the reasons why Jay should or should not have left home the way he did.
 - What difficulties would Jay face in school?
 - What would you feel about Jay being your classmate?

Ask all groups to share their thoughts with the class.

5. Read the box below aloud to the class and then ask each small group to answer the following questions:

In some places around the world, there is still war. Children are innocent victims of wars. Sometimes, boys and girls as young as 8 years old are forced to fight in wars or otherwise take part in war-related activities. These are called **child soldiers**. Sometimes they are used by armed groups to do evil things for them. In some places, children are organized into special groups or brigades. These brigades are given special names, such as Small Boys Unit or Wild Geese.

Children may join such brigades out of fear for their own lives. Some are seeking revenge. Some think it is a way to get things they want very much.

Many of the children are drugged so that they are more easily influenced. Some child soldiers are made to follow rituals based on superstitions, which are supposed to protect them in combat, but which involve harming innocent people.

- Do you know about places where people fight in wars?
- What do you think are some reasons why children become soldiers?

- How do you think these children’s families feel about them being child soldiers? What do you think child soldiers grow up to be like?
6. Ask the class what they as a group can do to stop wars. Facilitate a discussion and then prompt the students to take action.

Here are some ideas:

- Organize a campaign to make people aware that there should be no war.
- Draw or paint posters to send your anti-war message.

Get informed so that you sound convincing when you speak out against war. Search for information about children who are victims of wars, or children who are part of armed forces. You will find a lot of relevant information on the UNICEF website at www.unicef.org.

Post messages of solidarity and encouragement on the internet/social media for children who are in war zones.

Assessments:

Students should write a letter to Jay. They should imagine what his everyday life is like now. They should send him their thoughts about war. Ask him questions about his life in connection with war.

Modifications:

None

Home connection:

Students should ask their parents about war. If parents have lived through a war, students should ask what that experience was like. If the student and parent feel comfortable, invite the parent into the class to talk about the experience.

Teacher reflection:

Reflect on whether any of your students have experienced war or were child soldiers. What can you do in class to support these students as they deal with their past?

Stand by me

Key concepts: Bystander, empathy and exclusion

Ages 13-16

Learning objectives:

For students to:

- define the term 'bystander';
- examine the implications of being a bystander;
- respond effectively to bullying, name-calling and other acts of discrimination;
- develop empathy for others.

Materials:

- pencils;
- paper.

Procedure:

1. Appropriately responding to name-calling, bullying and other acts of discrimination can be a difficult task for adults, let alone for students. Children and youth need safe places to practise effective responses and interventions to bullying, name-calling and other acts of discrimination. They need immediate constructive feedback while role-playing, with an opportunity to share their feelings afterward. Role-playing is an excellent tool to help students understand the implications of bystander behaviour. The concepts of empathy, bystander and exclusion will be introduced.
2. Begin the lesson close to home. Draw on students' lives and personal experiences as sources of motivation and interest, but also as a way to scaffold new learning. This is referred to as constructivism. Ask students to recall a time when someone made fun of them, pushed them around, insulted them, called them an insulting name, or excluded them in some demeaning way. Students may be reluctant to share such humiliating episodes in the presence of their peers or teacher.
3. Students can share their experiences in several ways or in a combination of ways to model sharing painful experiences.
4. The teacher can model expected behaviour and share a personal experience. This has many benefits for students. It humanizes the teacher and gives permission to students that it is okay to talk about these experiences. The teacher is an authority figure to most students this age and by sharing such an experience, universalizes it. This step is highly recommended, as the teacher can demonstrate what language is appropriate to use in sharing an act of discrimination or intolerance.
5. After reflecting on a time when they were bullied or mistreated, students can share their ideas, either by storytelling or by writing ideas in a journal. Journal writing is a way of organizing one's thoughts and coming terms with them before sharing with the teacher or class.
6. After reflecting, ask students to volunteer to share their incident. Remind them to refrain from using bad language or gestures in case it may be offensive.

Discussion Questions:

Who played what role? How did these roles impact all involved?

How did this make the person feel that was victimized?

Discuss what empathy is and how it can be constructive.

How might things have turned out, if someone had intervened?

Whose responsibility was it to intervene?

What interventions were possible and by whom?

Draw parallels to positive acts of prevention and intervention.

Was there a time that you intervened on someone's behalf and made a difference? What did you do?

7. In cooperative learning groups, let students create simple and short role plays featuring an act of name-calling, bullying or intolerance, such as excluding someone from a group, putting someone down, name-calling, or telling a racist, sexist or homophobic joke.
8. Set the ground rules, such as no inappropriate language should be allowed. Let them summarize the main actors and parts and practise in small supervised groups. Remind students of the seriousness of the role-play, and not to take the re-enactment lightly; but to also remember that it is a re-enactment for learning purposes.

Assessments:

Students should write an essay identifying areas of intervention, prevention and empathy building in their reflection journals, or on paper as an essay.

Modifications:

- After the initial role-play, hold a discussion to identify more effective intervention strategies. Then carefully re-enact the incident, but this time in a more effective manner by modelling a range of more effective responses and choices by all actors.
- Students can also write stories, inventing characters that do the right thing.
- Young students can role-play using puppets that they can make from socks and paper bags, and a number of other handmade items.
- Multi-grade classrooms: Let students in different grade levels participate in the role-plays of different grades, such as an older student picking on a younger student.

Home connection:

Students should share what they wrote in their journals with their parents or families.

Teacher reflection:

Reflect on what role you play as a bystander in class. Do you exhibit bystander behaviour in your classroom? Do you consistently and effectively respond when hearing/seeing children being demeaned or put down or called insulting names?

That is the rule

Key concepts: Rules, fairness and democratic decision-making

Ages 8-12

Learning objectives:

For students to:

- examine the concept of rules and rule-making by developing a set of classroom rules and appropriate consequences for each rule;
- evaluate rules for clarity, appropriateness and fairness.

Materials:

- paper;
- pencil.

Procedure:

1. Begin the discussion by exploring the concept of rules with students. Ask critically thinking questions like:
 - Where do you follow rules?
 - Do you follow rules at home, in your place of worship, at the community youth centre, when you go to market?
 - What rules do you have at home? Are the rules at home different from those at other places?
 - Does everyone have to follow rules? Why or why not?
 - What happens if you break a rule? Why are rules important?
 - Emphasize that the importance of rules is to help people get along with each other, accomplish tasks, solve problems, respect each other's rights and keep people safe.
2. Put students into groups of 3-5, depending on the size of the class, to discuss what behaviours they would like to see in the classroom, so that students are respectful of one another. Each group will draw up a list of three classroom rules and their consequences if the rules are broken. A note-taker will write the list.
3. Each group will share their list of rules and consequences, as well as how they deliberated and decided on their list of rules. The entire class comes together to discuss and decide on the final list. Ask questions like: Are the rules clear? Can the rule be stated in a more positive way? Are the consequences proportional to the rule itself? Vote on the list of rules that the class developed.

Assessments:

Students should write about what they learned about rules and the rule-making process in their reflection journals.

Modifications:

Share the rule-making process with the whole school.

Home connection:

Students should share with family members the rules the class developed at school. Ask for feedback on the rules. If family members have any good suggestions to add/discuss, allow students to bring these points up in the following class.

Teacher reflection:

Reflect on how well you follow the rules and enforce them. What more could you do to follow the rules?

Why stand by?

Key concepts: Bystander, empathy, stereotypes and media literacy

Ages 8-12

Learning objectives:

For students to:

- examine the role of being a bystander and the moral implications for their own actions;
- respond effectively to bullying, name-calling and other acts of intolerance and discrimination;
- become empowered to take responsibility for their own actions.

Materials:

- pencils;
- paper;
- a computer and access to the internet (optional).

Procedure:

Youth need safe spaces to practise effective responses to acts of discrimination. They need immediate constructive feedback while role-playing, with an opportunity to share their feelings afterward. Role-playing is an excellent tool to help students understand the implications of their choices, and that your choices can have consequences that can be far-reaching and unintended. Another important understanding is that events and conditions are not inevitable—they are created as much through actions and ideologies as they are through inactions.

1. Begin the lesson by sharing an incident or time when you were discriminated against or mistreated. This has many benefits for students. It humanizes the teacher and gives permission to students that it is okay to talk about these experiences. The teacher is an authority figure and by sharing such an experience, universalizes it. In addition, the teacher can demonstrate how to share these incidents appropriately.
2. Then place students in groups of 3-5 and ask them to share an incident when they were discriminated against. Perhaps someone made fun of their clothes, hair, families, religion, where they live or insulted them or excluded them in some demeaning way. The teacher can model expected behaviour and share a personal experience.
3. Students either select one of their own experiences to create a role-play around or they can create their own. Set the ground rules, such as no inappropriate language. Remind students of the seriousness of the role-play, and not to take the re-enactment lightly; but to also remember that it is a re-enactment for learning purposes.
4. Each group will stage their role-play, perhaps over a period of several days. After each role-play, hold a discussion to identify what actually happened. After the discussion, re-enact the incident, but this time in a more effective manner by modelling a range of more effective responses and choices by all actors.
5. The following are sample discussion questions:
 - Which is an act of discrimination? When someone refuses to share their lunch with me, or when someone takes my lunch? What is the appropriate action in each case?
 - What are rights and what are duties?
 - When should you tell, not get involved, or stand up for yourself?
 - Who do I tell? When should a trusted adult be informed and who constitutes a trusted adult?
 - Is it ever appropriate to just walk away and ignore what happened?
 - What are the most effective intervention strategies in my case?
 - How might the reporting of the incident by a third party like the teacher, or my parents, or even the media, change or impact how the information is perceived, understood and ultimately dealt with? Infuse components of media literacy here.

Assessments:

Students should write an article for a print-based media source such as a newspaper or magazine, or write a piece for a social media source about discrimination.

Modifications:

Extend the role-play scenario with media literacy. Ask students to act as news reporters from the local media. Their role is to collect information in order to develop a news or radio story about the incident. Discuss the role of objectivity.

- Ask how information sources are evaluated and the role of credible information sources.
- What sources are likely to be more or less credible in reference to the incident role-played?
- Which sources are likely to be more objective? Which might be harbouring hidden motives or bias?
- How might the meaning of the incident shift or change if it becomes a part of the blogosphere or social media?
- Invite a journalist from the community to the classroom.

Home connection:

Students should have a discussion with a family member about discrimination and being a bystander.

Teacher reflection:

Reflect on how you could use social media and print news to increase learning in the classroom.

The *Teaching Respect for All* book club

Key concepts: Critical literacy, respect and intergenerational/cross-cultural dialogue

Ages 8-12

Learning objectives:

For students to:

- develop a shared sense of respect and belonging to a group;
- enhance their critical literacy and critical thinking skills;
- expand their listening and communication skills while making reading a social experience;
- experience others, as well as literature, in new ways;
- reflect upon respect and human rights.

Materials:

Books

Procedure

Overview: Clubs are fun, collaborative, and can support the aims of the *Teaching Respect for All* (TRA) project. Teachers, community members and parents will join together in creating an on-going collaborative book club to further the aims of teaching respect and combatting discrimination. This supports a school-community and home partnership. The school can provide space for the book club to meet.

Book clubs will operate in a decentralized manner. Some book clubs may operate totally or partially online. Other book clubs may meet face-to-face and have a social media presence. Books can be provided by the school or the local community library. Community members may also offer support in providing books. Parents can provide snacks for the book club members when they meet. Books are selected by members with only one criterion, that they support the work of the TRA project.

The TRA Book Club has three main functions:

- The first is to create avenues and safe spaces for dialogue and discussion of books that focus on topics of respect, human rights and human dignity;
- The second is to promote positive interaction among diverse book club members. Members should be drawn from the school, community and home. Book club members should be intergenerational and come from all walks of life, backgrounds, races, religions and sexes, brought together by two things: a love of good books and a respect for human rights;
- The third is to promote literacy as a life skill necessary for the protection and the realization of human rights.

While book clubs can set their own structure, the following structure is suggested for the highest levels of participation. Books are selected by the equal participation of all members. Each book club may have the following alternating roles or suggest additional roles or eliminate roles:

- **Group leader and co-leader** (central contacts for communication and responsible for organizing the group)
- **Discussion directors** (help direct discussion).
- **Website editor** (if the book club decides to have web or social media presence).

Figure 1.1. TRA Book Club membership list

Title of book _____

Author of book _____

Name of members _____ Roles _____

Timeline

Figure 1.2 TRA Book Club Schedule

Date and place of meetings	Chapter(s) or page(s) read	Comments

Assessments:

At the completion of each book that is read and discussed, group leaders are responsible for holding a discussion with members on how well the group functioned and what needs to be improved, and if roles need to be switched.

Modifications:

Book clubs can widen their reach by developing a discussion forum through social media or some other web-enhanced technology, if available. If books are not readily available, perhaps storytelling or handmade books, or information printed from the internet can be substituted.

Home connection:

Invite parents to be members of the book club. Encourage potential members; inform them that they can listen to books as well as read them, and can access them by a digital device, if they prefer. Develop partnerships with libraries and parents to find ways to share books to reduce cost.

Teacher reflection:

Reflect on what role you, as teacher, can play in the student book club.

Story time

Key concepts: Storytelling family, culture, privilege, immigration

Ages 13-16

Learning objectives:

For students to:

- develop interviewing and listening skills;
- use their families' histories, stories and perspectives to better understand their past;
- examine the cultural transmission of values, beliefs and ideas;
- collect information to weave into a family history narrative.

Materials:

- pencil;
- paper.

Procedure:

Explain: The focus of this activity is to reflect upon culture and how it is transmitted, its role in shaping who we are and how we see and experience the world. To begin, I want you to think deeply about a family story. The story might be an immigration story, or a story of struggle and resilience. The story, however, must be particular to you, your family, or your ancestors, or a loved one. Family is used in the broadest sense for this activity. Think about someone you can interview in connection with the story of immigration. After you determine who you want to interview, and what you might want to talk about, develop a set of interview questions and then interview your family member or loved one. You may want to talk to several members of your family.

If you cannot identify an initial topic as a starting place, bear in mind that there is an immigration story in almost every family. The story may have been lost as it was for some African Americans due to slavery. That is, almost every family came from somewhere, struggled to succeed, and managed to survive. During the course of their lives, they tell stories that help them understand it all- stories that make meaning of their lives.

The immigrant story can also be your story, or that of your parents or grandparents or great-grandparents. Perhaps you could speak to a grandparent or a family member who can provide you with information about your ancestors and what they did, or perhaps the stories they told about what they did and why they did it.

The story can be about moving somewhere, or from somewhere to here. Did you or your family or your grandparents' family move to a new place within the country? That is also an immigrant story.

Are there stories in your family about how family members survived a war, made it through a famine, built a business, lost a farm due to discrimination, or survived a really tough time? That is also a family story worth telling.

You might interview your grandmother or another relative or someone you know who has an interesting story of a family struggle. If there is nothing of interest to you in your family, you may interview an elder you know to find out about their family or immigrant story. Please write several pages about what you learned about your family and what makes them unique. You might also discover many commonalities or shared aspects of culture and experience.

The focus is not whether the family story is true or not. But, rather, is it true for your family? This is a personal story and an opportunity to discover more about your family's culture, values and worldview - which you partly share.

Assessments:

The assessment is the final report. Tell students they should consider these guiding questions as you develop your interview questions and compose your essay:

- What enabled my family to succeed or to fail?
- What role did race/ethnicity/gender/language/ability/age play in my family stories?
- What role did poverty or privilege play in these stories?

Modifications:

Develop a family tree using pictures, and by encouraging or helping family members to write captions for pictures.

Home connection:

Students should share their story with family members. Ask for their feedback.

Teacher reflection:

Reflect on what your own story is. How have your family stories impacted your role as a teacher?

The badge

Key concepts: Ethnic/racial/cultural discrimination

Ages 13-16

Learning objectives:

For students to:

- develop empathy for the excluded;
- experience the pain and frustration of ethnic and linguistic discrimination;
- reflect on the value of one's ethnicity and insider and outsider status;
- brainstorm ways to be more inclusive, tolerant and fair.

Materials:

- badges;
- pen;
- paper.

Procedure:

1. Develop two sets of differently shaped badges. One set of badges will be circles representing one ethnic group and the other set triangles representing another ethnic group. If there are multiple ethnic groups represented in the class, make additional badges such as rectangles, squares and octagons.
2. Students will attach the badge representing their ethnic group to their clothes. Tell them they are going to learn about geometric shapes today. Do not tell them that some geometric shapes will be more valued than others.
3. Begin the class day like any other, except that the students wearing circles and squares have to sit in the back of the class.
4. Engage in a pleasant conversation with lots of eye contact and pleasant smiles with the triangles and the rectangles. Give mean looks to the circles and squares reminding them to sit still, stop talking and get to work. Ignore their requests to talk, get a drink of water, ask a question, or use the facilities for any reason.
5. Ask the triangles and the rectangles if they would like to use the restroom, get a drink of water or have a snack.
6. Use terms, words and examples that are more familiar to the triangles and the rectangles.
7. Ask a triangle to tell a circle to be quiet and get back to work.
8. After the first 30 minutes, ask students to switch their geometrically shaped badges. Circles get to be triangles and squares get to be rectangles.
9. Repeat the pleasant conversation and demeanour with the new triangles and rectangles, while ignoring and sending mean looks to the frustrated circles and squares.
10. Stop the exercise after 30 minutes and ask the students to take off their badges and come and sit in a circle.
11. Facilitate a discussion using the following questions:
 - Is there something different about today? What do you think is going on?
 - How did it feel to have a round or square badge?
 - How did it feel to have a triangle for a badge or rectangular shaped badge?
 - If you were wearing a round badge, did you want a triangular shaped badge? What could you have done to get a rectangular shaped badge?
 - Was it fair that you were treated meanly simply because of the shape of your badge?
 - What does it mean to be excluded? Who was doing the excluding and why?
 - Who are the circles and squares in our society? Who are most or least vulnerable to being excluded and why?
 - Is it fair that minority ethnic groups that do not speak the dominant language are mistreated?

Assessments:

Students should write a reflection on how to treat people who are different more inclusively.

Modifications:

If badges are not available, use eye or hair colour as the dividing factor.

Home connection:

Students should share what they discussed in class with their parents and ask for their reaction.

Teacher reflection:

Reflect on whether you privilege certain students over others without intending to. How can you better balance expectations in class?



Appendix 3: Anti-discrimination activities for adults

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Appendix 3: Anti-discrimination activities for adults

The following activities are a series of suggestions and ideas which trainers can draw from to target specific anti-discrimination, tolerance and respect-based activities when working with educators, teachers, adults or community members. The following activities mirror many of the concepts in the children's activities and are intended to provide a background for adults supporting the children's education to also understand the notions underlying *Teaching Respect for All*. These activities could be used as part of in-service training, a community explanation of *Teaching Respect for All* or a parent training session.

My dignity

Key concepts: Dignity, domestic abuse, domestic violence, abuse

Age: adults/ parents

Learning objectives:

For participants to:

- produce an original definition of dignity;
- reflect on the meaning of the concept of dignity;
- discuss ways of coping with abuse;
- reflect on how parents could act to help develop a sense of dignity in their children.

Materials:

- handouts;
- chalk/blackboard and writing tools;
- paper;
- pencil/pen.

Procedure:

1. Ask the group to consider the following quote: 'Dignity does not consist in possessing honours, but in the consciousness that we deserve them.' (Aristotle, Greek philosopher).
2. Ask the group to think independently about what the word 'dignity' means. Ask everyone to think of a person whose behaviour they consider dignified.
3. Ask everyone to find a partner and write down their definition of 'dignity' and share the qualities they admire in the person they thought of.
4. Ask everyone to come together as a group and share their definitions.
5. Come up with a group definition.
6. Now ask everyone to return to sitting with their partner and discuss the question: 'In what circumstances would you feel that your own dignity has been undermined?'
7. Once everyone has had time to share with their partner, facilitate a group discussion.
8. Explain: The following text is fictional. However, you will find very many similar cases in reality.
9. Ask the group to focus on identifying the victim-abuser-rescuer triangle and the starting point of the control game as you read the story aloud.

A young woman got a job as an estate agent at a newly founded company. She liked the job and she was really good at it. Her employer admired her personal and professional qualities and often expressed his admiration in conversations. They were both single, but the woman was engaged in a long-term relationship, which she described as stable, although it had never been a really passionate relationship. She had no intention of ending the relationship, nor was she looking for adventure.

She enjoyed having lunch with her boss, as he was charming and made her feel very special by openly expressing his admiration for her. He saw in her the embodiment of perfection on earth, and he said he was jealous of the lucky guy who lived with her and who was unable to appreciate the value of what he had.

It wasn't long before the boss proposed marriage to her. Now she had to make a choice. The more she thought about it, the more things got confused in her mind. There was no fair solution because whatever decision she made, she was going to hurt someone's feelings. She felt guilty. In the end she chose to go for the passionate and charming man and soon became his wife.

A few months later she got the first slap from him. He apologized and promised it would never happen again. A year later she was a housewife. He wanted her to stay at home and take care of their son. He apologized more and more often for the frequent verbal and physical injuries he was inflicting upon her. Every time he hurt her, he promised it had been the last time. He said he loved her so much, but she was the one who made him go out of his mind. At one point, the woman started wondering if she was insane.

When she tried to talk about it to her parents, they reminded her that she had made the decision to marry that man, so now she had to put up with the situation. Grown-ups should take responsibility for their decisions and not expect others to fix the mistakes they have made.

One day she met a complete stranger, who was so impressed with her life story that he immediately offered to give her and her child shelter and protection. A month later he gave her the first slap.

10. Review as a class the victim-abuser-rescuer triangle.
11. Now ask everyone to form groups of three. Ask them to answer the following questions based on their understanding of the above case study and on their own life experience.:
 - What do you think about the characters and the events in the story in terms of success and morality? Analyse the characters and the events.
 - Are there winners and losers in this story? Explain your answer.
 - Are there any moral and immoral decisions made? Explain what makes you think so.
 - Is it possible that there is no perfectly moral decision? How is that possible? Give examples.
12. Facilitate a discussion with the whole group once each group has finished.
13. Now read or ask a participant to read the explanations in the box below and ask the small groups of three to answer the following questions.

Domestic abuse occurs when one person in an intimate relationship or marriage tries to gain and maintain control over the other person through various means, such as intimidation, threats, creating a feeling of guilt or shame. Domestic abuse that includes physical violence is called **domestic violence**.

In their need to dominate, abusers use various tactics for manipulation. The following are examples of what domestic abusers do:

They persuade you that you are unable to make decisions;
 They tell you what to do and what not to do;
 They call you names;
 They put you down in public;
 They cut you off from your friends;
 They prevent you from participating in social activities;
 They threaten to hurt you, as well as people dear to you or your pet;
 They may threaten to commit suicide;
 They blame you for outbursts of violence.

Questions:

- Can you think of any other manipulation tactics employed by abusers?
 - Think about how these abusers' victims feel and behave. What effect do their manipulative actions have upon the victims?
14. Facilitate a group discussion around these questions.
 15. Now as a whole group, list specific examples of abuse other than domestic. For example, think of harassment at the workplace. Prepare to discuss in your learners' group.
 16. As a large group, facilitate a discussion and list suggestions for individuals who want to escape abuse.
 17. Explain that psychologists point out that children whose parents are domineering or abusive are likely to grow into adults who will either mimic the controlling, aggressive behaviour of the parent, or become victims

as a result of low self-esteem developed during childhood. Ask everyone to find a partner and pass out a copy of the table below. In the table below, ask the partners to:

- Add to the list of mistakes parents sometimes make (column 1).
- Give advice to parents so that they help develop a sense of dignity in their children, who grow to be individuals in control of their own lives, who will neither manipulate nor be manipulated (column 2).

Common mistakes parents make	Advice for parents
<ul style="list-style-type: none"> • Impose decisions on your children, saying: ‘You must do as I say because I say so’. 	<p>Take time to explain the reasons for your decision to your children.</p>
<ul style="list-style-type: none"> • Deciding for your children, when they would be capable of making a decision. 	<p>Discuss with your children the reasons and consequences of their decisions, and help them take responsibility for their actions.</p>
<ul style="list-style-type: none"> • Hide facts from children or pretend something did not happen. 	<p>Be open with your children. Present facts to them in terms that they can understand rather than hide them or pretend they did not happen.</p>
<p>Your turn...</p>	<p>Your turn...</p>

18. Discuss the chart together as a group.

19. Facilitate a closing circle by asking everyone to share something new that they have learned about abuse.

How is my gender relevant?

Key concepts: Gender, discrimination on grounds of gender, ethical considerations

Age: adults/parents

Learning objectives:

For participants to reflect on their gender biases and on individuals' right to decide on their identity.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a group discussion: In what ways do men and women differ? In what ways are they similar? All in all, are women and men mostly different or mostly similar?
2. Hand out a paper with the box below printed on it. Explain that the paper contains information on a case that has raised controversy in the world of sports. Ask everyone to find a partner, read the case study, identify the facts related to the issue and draw your own conclusion. Answer the following questions:
 - What is the issue?
 - In your opinion, who has the right to say what a person's gender is: doctors, the person in question, the authorities? Explain your choice.
 - Do you think gender can be 'both... and...' or rather that it must be 'either... or...'?

An uncommon issue caught the attention of the world of sport and the media during the 12th World Athletics Championship, held in Berlin on 15-23 August 2009. Top South African athlete Caster Semenya, winner of the women's gold medal in the 800m, had her gender questioned after winning a race in which she beat the silver medal winner by over 2 seconds, and also improved her personal best by over 8 seconds. She was made to undergo tests under the threat of losing her medal.

The International Association of Athletics Federation advised her to have surgery as her condition may entail health risks.

Caster was reported to say she saw it as a joke, and was not upset. She was ready to proudly accept herself as God made her. She did not want to discuss taking the medical tests to establish her gender.

Caster Semenya was made to undergo 11 months of medical testing to establish whether she is a woman or a man. She has so far chosen not to discuss the results of the tests in public. Nonetheless, newspapers have reported that she was found to have both female and male sexual characteristics.

Newspapers have reported that Leonard Chuene, president of Athletics South Africa, Caster Semenya's team, apologized for hiding the fact that the 18-year old athlete was undergoing medical examinations related to her gender. Chuene explained that the reason he had lied was to protect Caster's privacy. He was quoted as saying: 'Show me someone who has not lied to protect a child'.

3. Facilitate a group discussion on the questions and the article. Should Caster be allowed to compete?
4. Review the list of discussion topics below. Choose the most appropriate for your group and facilitate a group discussion on the subject(s).
 - Mentally challenged people should not be allowed to have children.
 - Marriage should be between two spouses, not between two genders.
 - Gender and sex may differ. A person born with male sex organs may feel like a woman, and a person born with female sex organs may feel like a man. People have a right to choose their gender.
 - Women perform better in some jobs, while men perform better in other jobs.

- Men are just as able to look after children as women are.
5. Tell the group that you as a team are going to do a group research project. Ask everyone to find a partner. For the next class/training session, they are to present a case study of gender-related discrimination in your country and prepare to facilitate a discussion around the issue. Tell the participants to consider the following when researching and developing their presentation:
- the victim(s) of the discriminatory situation;
 - social norms and legislation;
 - ethical considerations;
 - cultural and religious implications.
6. Conclude the session by facilitating a discussion around the following: What does it take to reduce or eliminate gender discrimination in your country? Discuss and decide as a group what you could do to make a contribution to a non-biased world. If applicable, make a group plan of action.

The labyrinth of languages

Key concepts: Cultural identity, ethnic community, multilingual, xenophobia

Age: adults/parents

Learning objectives:

For participants to:

- reflect on the preservation of ethnic identity and integration in a multicultural community;
- create original definitions of ethnicity.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask the group as a whole whether anyone is bi-/multi-lingual. Ask multi-lingual speakers to share what it is like to grow up speaking multiple languages. If no one is bi-/multi-lingual, ask the group what they think it would feel like to grow up speaking more than one language.
2. Explain that the following text is a confession of a person who has a cultural identity issue. Read the text aloud.

I was born to an ethnically mixed family. In the first three years of my life I spoke my mother's language. The political situation was such that we had to move to a new town. At that point, my mother decided that it was better for the whole family that we all spoke my father's language, which is the majority language in our country. My mother kept shushing me every time I tried to say something in my first language. At home, as well as in public. It made no sense to me, but I was hoping that I would grow to understand. I did, but I am still confused about what ethnic group I belong to. Sometimes I feel an outcast in both.

Nelson Mandela said, 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart'. I suddenly remembered how I used to create confusion in my friends' minds when I confessed to them that I think in one language and feel in another.

I now realize that breaking with the language that speaks to our hearts can be as dangerous to us humans as cutting deep into the roots is to a tree.

3. Ask the group to think about the situation described above and answer the questions below with a partner.
 - The father's opinion is absent. What do you think the father thought? What makes you think that?
 - In what circumstances do you think the narrator understood the mother's decision?
 - If you are multilingual, do you think/feel/dream in different languages?
 - Have you experienced being talked to so that words go to your head, versus being talked to so that words go to your heart?
4. Once every group has had a chance to discuss, facilitate a group discussion on the above questions.
5. Ask everyone to find a new partner and discuss the following questions:
 - What languages are spoken in your country? What is the status of the different languages?
 - What public policies are there for minority languages? Think of where in the public domain one can use a language other than the official language of the country. How has this situation changed over time?
6. Read the information below to the class and ask them to answer the following question with the new partner: If you were involved in a programme aiming to preserve languages in danger of extinction, how would you sensitize people to the issue? How would you argue the case for preserving languages?

The phenomenon of language loss occurs when a language has no more speakers as they die out or shift to another language. Languages are currently disappearing at an accelerated rate as a result of globalization and the influence of the economically powerful languages. Speakers of endangered languages will switch to languages that increase economic opportunities for them. The result is a loss of cultural identity and a break with tradition.

The number of languages spoken in the world today is estimated to be around 7,000. It is true that a quarter of them have fewer than 1,000 speakers, and UNESCO has identified 2,500 to be at risk of extinction.

7. Now read following text aloud to the class. It reports on a real situation. Once you have finish reading, ask everyone to discuss the following questions with their partner.

In an attempt to preserve their minority language and ethnic identity, a group of educated people issued a manifesto addressing members of their group. The manifesto appeals to teachers, parents and youth, encouraging them to make use of their legal right to education in their language. To the youth, the manifesto launches the appeal to 'remove all foreigners' from their lives, as foreign friends may easily turn into a foreign lover, and later a foreign spouse. To the parents, it sends the message not to allow their children to decide for themselves which school to attend and what friends to make. Mixed marriages, the manifesto points out, lead to children who will not speak the minority group's language, and thus the group and its cultural heritage will die out.

- If you were a member of that ethnic community, a parent or a youth, what would you do?
 - **Xenophobia** is defined as intense fear or dislike of foreigners. How would you judge the manifesto referred to above in terms of human rights and Respect for All?
 - What are the most effective ways of preserving your ethnic identity, while at the same time integrating into a multicultural community?
8. Facilitate a discussion with the larger group on the questions once individual groups have had some time to discuss.
9. If time allows, or there is follow-up training, provide the following assignment to be completed in pairs for next time. If time does not allow, facilitate a short discussion based on the questions:

'We speak many languages, but are we of many races. Or are we one human race?'

According to UNESCO's *Declaration on Race and Racial Prejudice*, 'all human beings belong to a single species and are descended from a common stock'.

Carry out a small research project to identify as many interpretations of the concepts of 'race' and 'ethnicity' as possible. What is your definition of these terms? In what contexts do you use the terms? Do a survey in your group or in your community to investigate people's understandings. Include written sources of information in your search, such as official documents issued by the government, documents produced by international organizations, etc.

Faiths

Key concepts: Faith, tolerance, intolerance, oppressive regime, Respect for All

Ages: adults/parents

Learning objectives:

For participants to:

- analyse the meaning of faith;
- reflect on spiritual life in an oppressive regime and on tolerant behaviour;
- create an original definition of tolerance.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a group discussion around the following questions:
 - What does the word 'faith' mean to you?
 - What do these words mean to you: 'fanatic', 'dogmatic', 'bigot'? How would you connect them to faith?
 - Have you encountered cases of injustice based on restricting a person's right to a faith, religion or other?
2. Read the following story aloud to the group:

My great-grandfather was a Greek Catholic priest. In 1948, it was decided that the Greek Catholic religion was no longer needed in our country, so all Greek Catholic priests had to convert to Orthodoxy. Some refused and were imprisoned, some died, some obeyed. My great-grandfather was no hero. He converted. Greek Catholic religion is legal again in my country, but my great-grandfather is not with us. He died with a heavy heart for having betrayed his beliefs.

3. Ask everyone to think about the above account and answer the following questions with a partner:
 - Are you aware of similar cases in the history of your country/elsewhere in the world where religions were declared illegal? If so, what happened to the promoters of those religions?
 - When faced with an **oppressive regime**, people choose either to comply or to resist oppression. How far would you go to resist? What might ultimately make you give in? What major compromises have you had to make in your life?
4. Facilitate a group discussion about the questions and focus on what individuals think they would personally do.
5. There is an old Cherokee story known as 'The Tale of Two Wolves'. Cherokees are an American Indian group. Before reading the story to the group, facilitate a discussion: Based on the few facts you know about the story, what do you anticipate it will be about?

An old Cherokee tells his grandson that inside him there is a terrible fight going on. The fight is between two wolves. One is evil and it represents hate, anger, arrogance, intolerance and superiority. The other is good; it represents joy, peace, love, tolerance, understanding, humility, kindness, empathy, generosity and compassion. Then the old man adds,

'This same fight is going on inside you, and inside every other person, too.' The grandson listens thoughtfully, and asks 'Which wolf will win?'

- Ask everyone to answer the question themselves before you read the old man's reply.

*The old man replies simply,
'The one you feed'.*

6. Ask everyone to reflect on the old Cherokee's story and discuss the questions below with a new partner:
 - How do you feed the evil wolf?
 - How do you feed the good wolf?
 - Of those listed below, what and who do you feel responsible for? In what ways does your responsibility show?
 - Yourself.
 - Your family.
 - Your community.
 - Your country.
 - The world.
 - The future of humankind.
7. Discuss the question of the evil and the good wolf with the whole group.
8. Now ask the group what they think the word **tolerance** means. Does being tolerant include accepting **intolerance**? How tolerant are you personally?

Ask the group to reflect: Tolerance is equated by many with indifference. Their argument is that we have a moral obligation to defend what we believe in. Consequently, accepting contrary views without opposing them in the name of tolerance is a sign of weakness or indifference. Facilitate a discussion around the following talking points:

- Can you find an example to illustrate that tolerance can be taken for indifference?
- Can you find arguments to prove that tolerance does not mean indifference? Share examples from your direct and/or indirect experience to support your arguments.
- Some people say that for a true believer in a religion, tolerance is not possible. Others believe that tolerance is in our human nature, a consequence of humanity. Where do you stand on the imaginary line between these two opposing statements? What helped you decide where to position yourself?

For a true believer
in a religion,
tolerance is not
possible.



Tolerance is in our
human nature, a
consequence of
humanity.

9. Do a group art project to illustrate the concept of tolerance and Respect for All. Decide on the form of art you may want to use, possibly something that will be visible to a larger community after the training. You may choose a form of performing arts or visual art.

Take me as I am

Key concepts: Disability, discrimination on grounds of disability, barriers to employment, inclusive workplace, diversity policy

Ages: adults/parents

Learning objectives:

For participants to:

- reflect on how discrimination affects people's access to the labour market;
- reflect on common misconceptions about people with disabilities;
- identify ways to make a workplace inclusive.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask everyone to think quietly to themselves about a successful job interview, with a positive outcome. Ask everyone what exactly made them successful? Ask everyone to list some qualities and skills that they have and that they think contributed to the positive outcome of the interview. Ask them to find a partner and share.
2. Now ask everyone to think of a situation when their qualities and skills were not appreciated, e.g. at their workplace, in their family, etc. Ask everyone to find a new partner and share how it made them feel and what they did.
3. Read the diary entry in the box below aloud to the group. As you do so, ask everyone to identify the phrases or sentences that show the person's struggle. Once you have finished reading, ask everyone to find a new partner and share their phrases as well as answer the questions below:

25 June 2012

I have had the third job interview today. It went pretty much like the previous one. Everything seems to be ok up to the point when they ask about the one year break in my CV. Maybe I should write clearly that I was undergoing treatment for cancer... everything changes in the interview right after this part. This time at least they did not try so hard to show their empathy ... The one who asked most of the questions looked aside. Of course, they wanted to hear about my work experience, my skills and all the rest... but I felt it was only out of some grain of respect for the ex-cancer victim that they asked all those questions instead of wrapping up the interview immediately. I think it did not really matter that I had the skills and the qualifications needed for that job. I'm really disappointed, I don't know what to do... I am so sick and tired of staying at home, doing nothing. I often wonder why I made all that effort to be cured... So that nowadays I can sit around waiting for yet another rejection, invariably polite, informing me that 'after careful consideration, regretfully, this time we will not be able to offer you a job'.

- What impression did the diary entry make on you? Share your answer with another learner.
 - How do you think the diary writer felt during and after the interview?
 - What course of action would you recommend to the person? Why?
4. Read aloud the explanation about discrimination on grounds of disability below, and ask everyone to discuss answers the questions below with their partner.

A person may have a disability if he or she has a physical or mental condition that substantially limits a major life activity (such as moving around, seeing, hearing, talking or learning), or if he or she has a history of a disability (such as cancer that is in remission). Two people can have the same disability and still be very different; along with limitations, people with disabilities have abilities, strengths, talents and interests.

Historically, people with disabilities have been viewed with a variety of emotions including pity, ridicule, fear, suspicion, etc. Until quite recently, they have been excluded almost completely from employment and community life. Human culture is still full of 'disablist' language and imagery that feed the traditional fears and prejudices surrounding people with disabilities.

Discrimination means treating some people differently from others. Discrimination on the grounds of disability also occurs in the labour market. It may happen when an employer treats a qualified applicant with a disability or an employee unfavourably because of the person's disability or history of disability.

Law prohibits discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, training, etc. In many countries, people with disabilities work in all industries, in many different roles and at every level. They make significant contributions to their company or institution. However, many working-age people with disabilities still encounter barriers to employment. There are a number of reasons why this happens, but discrimination, and especially the reluctance of employers to recruit people with disabilities, heads the list.

In many countries, laws and regulations have been formulated to support the employment of people with disabilities (such as the quota system). Companies and institutions have put into place diversity policies and are committed to creating a workplace that is fair and inclusive, and reflects the diversity of the working population.

- Have you read, heard of or experienced situations of discrimination on the grounds of disability? What do you think explains the reluctance of employers in general to recruit people with disabilities? What might they be afraid of?
 - People with disabilities are not less productive or reliable than people without disabilities. Research shows, contrary to popular misconception, that people with disabilities stay in one job for longer (are more loyal), have less time off than their colleagues and have fewer workplace accidents. Can you think of other popular misconceptions about the working life of people with disabilities?
5. Ask everyone to form groups of four and consider the situation of a person with disability searching for a job. List the benefits of employment for the person with disability, for yourself as his/her colleague and for the institution/company that employs this person. After each group has had a chance to discuss, facilitate an open discussion with all the groups together.
 6. Creating a diverse, flexible workplace makes an institution/company more attractive to a range of people, including people with diverse ethnic backgrounds, single parents, workers of all ages, etc. Ask everyone in their groups of four to discuss:
 - How do you envisage this workplace?
 - How would you feel working there?
 - Prepare a design or some form of visual representation to share your thoughts and feelings.

Facilitate a presentation and discussion of each group's visual. Focus on discussing similarities and differences between the ideas.

7. Now ask each group of four to imagine that they are an employer and have heard of the benefits of the diversity policy and want to create an all-inclusive, diverse workplace. Ask them to imagine one. Ask a group to explain and develop a concept for how they might employ a person who uses a wheelchair. For example, they may need to make some adaptations in the working environment, or simply need to be flexible about how things are done. Ask them to consider:
 - What will you start with?
 - Who will you collaborate with?
 - What will it cost?

Ask each group to present their answers to the larger group and discuss everyone's reactions.

Are you travelling 1st, 2nd or 3r class?

Key concepts: Social equity, poverty, hunger, undernourished, food price, global crisis, developing countries

Ages: adults/parents

Learning objectives:

For participants to:

- reflect on social inequities;
- reflect on the causes and consequences of poverty;
- identify solutions to reducing polarization in society.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Facilitate a discussion about the title of the training session. Ask everyone what people think it means and why.
2. Write the following two quotes on the board so everyone can read them. Ask everyone to find a partner, choose one of the quotes and then answer the questions below:

'An imbalance between rich and poor is the oldest and most fatal ailment of all republics'. (Plutarch, Greek historian)

'The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little'. (Franklin D. Roosevelt, US president)

- List ways in which you think or know how societies around the world have tried to reduce the imbalance between the rich and the poor.
- Where is humankind in terms of social equity in the twenty-first century?

Facilitate a group discussion about both quotes once partners have had a chance to discuss.

3. Read aloud the following blog entry, and facilitate a group discussion around it.

Today I looked into social inequity. I read some articles and watched some documentaries. I learnt about opinions expressed by political and economic analysts, sociologists, etc.

As information was piling up in my head, I had an overwhelming feeling of sadness, up to the point where I could not go on reading. I had been reading about the Dalits, the 'untouchables'. Killing, raping, teachers sprinkling cow urine on low-caste students. I looked for success stories and solidarity movements, people who get involved and I found many. There was even an article about a Dalit who got to be a millionaire. He is wealthy. In his heart he feels he is still a Dalit.

The constitution of the country where most Dalits live officially banned untouchability in 1950. It didn't bring about real change, so in 1989 the government decided to pass The Prevention of Atrocities Act. The word 'atrocities' is enough to make one understand the kind of discrimination these people are subjected to. As the human rights movement emerges among Dalits, violence is escalating.

My sadness is caused by a feeling of empathy I have with all suffering. I understand that there are religious and economic reasons for this situation. In the name of tradition and culture, discrimination is perpetuated despite legislation banning it.

There are some questions troubling my mind.

Are we to let the people involved work out their problem? If we're not part of that society, we cannot truly understand that culture, or that religion. Maybe we should not interfere. We should solve our own issues before we look at other people's.

But if we do nothing, then maybe nothing will change. I want to do something because I want to see things change. I just don't know what to do. Can anyone share what they have done?

4. Appeals such as those shown below appear everywhere in the media.

End hunger!	Educate all children!	Feed the poor!
Change the world!	Volunteer to help!	Support them!

Governments, NGOs, corporations, institutions and individuals are all involved in eradicating poverty, in making the world a better place. Facilitate a group discussion using the following talking points:

- What is the current situation in the world?
- Try to estimate the number of people affected by hunger worldwide before you read the text below to find out some facts.

5. Read the following text aloud to the group.

The Food and Agriculture Organization (FAO) of the United Nations provides information about the number of people who go hungry in the world.

The exact number of undernourished people is not known. FAO hunger statistics go back to the period from 1969-1971 (see chart below). After some successes in reducing world hunger, the situation worsened gradually between 1997 and 2009, with a significant spike in the estimated number of hungry people in 2009, following the financial and economic crisis.

According to FAO, global hunger has been declining in the last couple of years, but it is still at an unacceptably high level. 925 million people make up 13.6 % of the estimated world population of 6.8 billion in 2010. Nearly all of the undernourished are in developing countries.

6. Before the session, find information about the number of undernourished people in your country at different times in the last 50 years and share what you found with the group. You can use the website of the Food and Agriculture Organization of the United Nations (www.fao.org). If you have difficulty locating information, you may choose to direct your questions to FAO-statistics@fao.org.

Ask everyone to form groups of four and discuss the following aspects that influence the number of hungry people in your country:

- Changes of agriculture in recent years, the role of your government and possibly of international agencies in these changes.
- The impact of the global crisis on your country's economy.
- Current food prices and recent or envisaged changes in food prices.

Once small groups have had a chance to talk, facilitate a group discussion about hunger in your country.

7. Some say that charity perpetuates poverty. They argue that charity takes away the initiative from the poor. Facilitate a discussion with the whole group on where they stand in this issue. You can use the chart below to structure the conversation. Ask for a volunteer to fill out the chart on the board or flipchart paper for all to see.

YES	<i>Does charity perpetuate poverty?</i>	NO
Arguments - - -		Arguments - - -

Tough choice

Key concepts: Immigration, immigrant, persecution, cultural heritage, national identity, genocide, xenophobia, diversity

Ages: adults/parents

Learning objectives:

For participants to:

- reflect on reasons for and consequences of migration;
- reflect on the situation of migrants;
- identify ways of solving conflicts that migration may lead to.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask everyone to imagine that they had to make a choice: Stay in your country, where you risked persecution, or move to another country. Ask everyone to reflect silently on the questions below. Then lead a group discussion, using the questions as a guide.
 - What would you choose to do? Why?
 - What country would you choose to emigrate to? Why? How would you expect to be treated there?
 - Would you try to preserve your cultural identity, or take on the cultural values of your adoptive country?
2. The text below presents a common answer to the question ‘How do you feel about living with immigrants in your country?’ Ask everyone to write out their answer to the question individually in two-three paragraphs before you read the story aloud to the group.

I don't understand why people don't stay in the country where they were born. Why do they settle down in other countries and then, instead of integrating and adapting to local customs and habits, they choose to bring their countries with them? Their customs and habits, their language, the smell of their food, their religion, their way of thinking invades our world. They ask to be granted the right to preserve their identity. Why don't they preserve it by staying in their countries?

We are accused of xenophobia when we make a point of this. They have the right to speak out, but we are expected to be tolerant. Nobody talks about our national identity being threatened. They take our jobs, they seduce our daughters, they pervert our values.

I think nobody should be allowed to leave the country where they were born. Nations have destinies just like individuals have destinies. If a nation's destiny is to suffer from war, dictatorship or persecution, no individual should be allowed to choose to escape that destiny.

Ask everyone to find a partner and discuss the below questions:

- What do you think are this person's reasons for vehemently opposing immigration?
- Do you agree with the opinion that national identity is threatened by the presence of immigrants? Give reasons and examples to support your view.

After the small groups have had a chance to talk, facilitate a group discussion about the story and the questions they answered.

3. Read the following aloud to the group. Once done, ask everyone to return to their partner to answer the questions below.

We are all part of one race. No matter what language we speak, no matter what we look like, we all laugh and cry in the same way, we love and fear in the same way, we share the same desire to find happiness. The sooner we realize that the differences between us are like colours in a rainbow, the more integrated we will feel in the world.

Imagine a world where we all looked alike: we have the same preferences, we think the same thoughts. What would be left for us to discover? We learn things from each other because into these encounters we bring our personalities, our cultural heritage and our curiosity to learn about and from others.

When we feel superior to other people, when we reject them as intruders to our world, it's like some colours trying to rub out other colours in a rainbow. Can you imagine how dull a one-colour rainbow would be?

I think we are enriched by diversity. It makes me happy to know that we can provide a haven to others.

- How do you find this position compared to the first one?
- If you were asked to state your position on the issue, would you argue in favour or against your country accepting immigrants? What new thoughts and arguments do you have now after reading both texts above?

Facilitate a discussion with the whole group comparing the two stories.

4. Ask the group to consider why they think people choose to emigrate. List reasons together as a group. If internet is available, ask everyone to search the site Amnesty International (<http://www.amnesty.org/en/refugees-and-migrants>) and compare what they find with the list created by the class. Some countries have decided to send immigrants back to their native countries. Ask the group if they were a political leader, what would make them make such a decision?
5. Read the information in the boxes below. Ask everyone to find a new partner and answer the questions that follow.

Xenophobia is fear and hatred of foreigners, of people from other countries or other ethnic groups. It can lead to violence against individuals or groups that are perceived as foreign.

There is also a cultural dimension of xenophobia, such as fear and hatred of foreign loan words, which can result in policies of so-called cultural or linguistic purification.

*'[...] **genocide** means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:*

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.'

(Convention on the Prevention and Punishment of the Crime of Genocide, 1948)

- Find examples in history of xenophobia raised to the level of state policy. What was the outcome of those state policies?
 - Does your country have a history of xenophobia-ignited conflicts? Present a case to your group and discuss the consequences of those conflicts.
6. Facilitate a group discussion using the follow questions as a guide:
 - What is your vision of the future?
 - Are you optimistic or pessimistic about our chances of outgrowing xenophobia?
 - How do you see your role in creating a peaceful world?

- Are you indifferent, or feeling too unimportant to make a contribution, or actively involved?
7. Conclude by displaying the following quotes and asking everyone one at a time to respond to one of them.
- ‘Things are the way they are. We have to take the world as it is. Trying to change the world is like trying to make a day last longer than 24 hours. It’s useless to worry about it.’
 - ‘Though it makes me sad to see injustice around me, I am aware that I am just one person. What can I do to change the world? I am feeling too unimportant to make a difference. I wish I had a say, but I don’t.’
 - ‘We can definitely work together and improve things. First we must get informed, then we make a plan, and then we carry out the plan. Life would make no sense if we didn’t work to make it better.’

Respect for All

Key concepts: Society, bias, prejudice, conflict, social integration, guiding principles, values

Ages: adults/parents

Learning objectives:

For participants to:

- define social integration in their own words;
- reflect on their attitude towards society;
- identify consequences of people's behaviour in society;
- prepare to engage in actions that promote Respect For All.

Materials:

- handouts for each student;
- pencils/pens;
- scrap paper for writing/drawing.

Procedure:

1. Ask everyone to take a few minutes to answer the questions below. Then ask everyone to find a partner and discuss their answers.
 - How well do you fit into society? Are you *indifferent*, *proactive*, *a rebel*, *a conformist*, *a moralist* or something else? Which of the above words best describes you?
 - Is there anything that you would like to change about yourself? If so, what are those things?
2. Pass out the chart below to every pair. Ask them to fill in one of the words (*indifferent*, *proactive*, *a rebel*, *a conformist*, *a moralist*) next to the descriptions below. Write the matching word in the column marked 'In brief'. Once all groups have finished, share the answers and facilitate a discussion about which person the group thinks feels better integrated in society.

Description	In brief
Some people have the attitude that society is unfair, and resent it. They never learn anything contrary to their beliefs. They never question their own conduct.	
Some people take the world for what it is. They have no illusions about living in a perfect world, but they know that complaining, fighting and running away from problems or just theorizing about them are of no use unless positive action is taken.	
Some people have lofty principles, which they feel are too high for the ordinary world, so they prefer a devotional life serving principles.	
Some people can't be bothered to care about anything, not even about the world they live in. They are in a state of ignorance, but at least they don't worry about it.	
Some people want to integrate and they make sacrifices and compromises to live in society. Discipline and conformity are key words for them.	

3. Ask everyone to turn to a new partner and describe a person they know who is very well integrated in society. Ask them to define social integration.
4. Next, facilitate a discussion around the question: What may cause conflicts in society?
5. Read aloud the six statements below:
 - ‘The only way society can prosper is by eradicating political opposition.’
 - ‘People with no religion are people with no morality.’
 - ‘In my time youth respected the elderly.’
 - ‘They don’t understand us because old people can’t keep up with the world. They’re useless.’
 - ‘We have a right to decide what’s best for you because you were born to this family and family tradition must be respected. You may think you know better, but you don’t. You cannot.’
 - ‘In society, like in nature, only the fittest survive.’

Divide the class into six groups and assign one of the statements to each group. Ask each group to draw the people they imagine saying these words. Consider their age, profession, gender, physical appearance, etc. Once they have finished, ask them to discuss the questions below. All groups should present their drawings and a summary of their discussion to the larger group.

 - Who do you think might feel offended by the statement assigned to your group? Why?
6. Getting into conflict with people whose ideas are biased often leads to no positive result. A prejudiced way of thinking is accompanied by a strong emotional attachment to the idea. When a person tries to disprove the idea, or point to the flaw in judgement, they risk causing difficult feelings for the interlocutor. The remark may be taken personally, and when people lose their temper, they will be unable to think objectively. Facilitate a discussion around the question: What do you think is the best way of dealing with people who are prejudiced?
7. Show the three answers below that people gave to the question ‘How do you behave in relation to people whose opinions you find biased?’ Ask everyone to return to their groups and discuss the advantages and disadvantages of taking the courses of action the three people describe.
 - ‘I avoid conversations with such people. I know there’s no use trying to persuade them that their thinking is flawed and counterproductive. It is not my duty to educate other people.’
 - ‘I can’t help it. I know it’s useless, but I just can’t stop myself. I have to tell them that they are wrong. The problem is I always end up angry when I interact with square-headed people and they remain stuck in their ignorance. I waste a lot of energy and get no result.’
 - ‘I tell them what my opinion is, but I make sure I start by telling them that I respect their right to think as they please. Then I give explanations if they are willing to hear them. If not, that’s it. I move on.’
8. Facilitate a group discussion to close once small groups have had a chance to discuss.