

Europeana Learning Scenario

(Teachers)

The Path to Equality land

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Abstract

Europe's cultural fabric has long been a rich tapestry, made up of many different traditions, heritages and outlooks. Diversity has become a fact of European life. This is due, in large part, to migration flows, as people continue to move around more than ever before. In many places we have also seen old prejudices give way to more modern mindsets and allowing individuals to more easily express their different identities.

Diversity, however, must be managed. Integration does not happen by accident. Without open-mindedness to foster inclusion and without promoting mutual understanding and respect, people will be living alongside one and other, rather than living together. Ensuring that all individuals can live free from discrimination and have fair opportunities, irrespective of their background, is one of the best ways to heal social division and drain the fear and resentment that abusers seek to exploit.

In contemporary societies young people are increasingly confronted with social exclusion, religious, ethnic and national differences, and while facing the disadvantages – and advantages – of globalisation. Human rights education addresses these issues and can help people to make sense of the different beliefs, attitudes and values, and the apparent contradictions of the modern multi-cultural societies that they live in.

This learning scenario takes as its starting point the belief that education has a vital role to play in teaching young people the democratic values and universal rights while helping them understand cultural differences. To make this a reality, educators need to create inclusive learning environments in which students will be taught to recognize the value of respect, critical understanding and solidarity and in this way learn to cooperate with others without prejudices or stereotypes. The aim is not to teach young people what to think, but rather how to think in order to live together with others in diverse societies.

During the 3 lessons, the students will change their glasses and imagine themselves in the situation or circumstances of another person so as to emphasize with their perspective and point of view and grasp the real essence of inclusion, discrimination and equality. Students will gain specific life skills such as negotiation, compromising, team work, discussion and empathy which are essential for success in personal and professional life.



Keywords

Freedom from discrimination, social inclusion, gender equality issues, disadvantaged groups, prejudice;

Table of summary

<i>Table of summary</i>	
Subject	<i>Foreign Languages, Social Studies, Civics Education, Cross-curricular</i>
Topic	<i>Human Rights</i>
Age of students	<i>15-18</i>
Preparation time	<i>2 days</i>
Teaching time	<i>3 hours</i>
Online teaching material	www.emaze.com https://www.emaze.com/@ALRFRQQTQ/stories-we-tell-change-your-glasses www.bookcreator.com
Offline teaching material	Paper, markers, pens Manual for Human Rights Education with Young people
Europeana resources used	<i>Galleries</i> <i>Statement of solidarity with Ukraine</i> <i>Victims of World War I</i> <i>Elend nach dem Krieg</i> <i>Galgenhumor</i> <i>Singer sewing machines</i> <i>Gypsies. Ethnography, people</i> <i>Sick orphans receive care in a children's home in Kiev</i>

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Integration into the curriculum

The topic fits in the national curriculum of Civics Education and Social Studies, Communication English classes where the focus is on the acquisition of knowledge and the development of skills and attitudes. Participants will be given opportunities to identify, clarify and express their own

beliefs and values and to confront them with others in a safe framework based on the dignity of every human being, freedom of thought and expression, and the respect for others' opinions.

Aim of the lesson

By the end of the lesson students will be able to:

- Have a sense of individual self-respect and respect for others, value human dignity
- Demonstrate attitudes and behaviours that show respect for the rights of others
- Practise genuine gender equality and feel free from discrimination
- Show respect, understanding and appreciation of cultural diversity, particularly towards different national, ethnic, religious, linguistic and other minorities and communities
- Are empowered and active citizens
- Promote social justice, communal harmony, solidarity and friendship between among their peers
- Are active in furthering the activities in real-life settings promoting a culture of open-mindedness, tolerance and non-violence.

Outcome of the lesson

As teachers, we wish to motivate young people to work for a better world. We ask ourselves how best to encourage young people to become engaged, to commit themselves in very practical ways and this activity will make them question their beliefs, their perceptions of the world

The purpose of the activity is as much to practise skills of communication as to think through the issues themselves. By selecting the identity of a disadvantaged person (Ukrainian refugees, people living at the margins of society, people being discriminated on the grounds of gender, race) students will “feel” what it might be like to be targeted.

Students will organise a virtual exhibition of the people they have selected on www.emaze.com and will use www.bookcreator.com to create a digital book called “New perspectives” including a handful of stories of the disadvantaged people they used as examples, both of which will be considered tangible outcomes of the learning scenario.

Trends

Collaborative Learning: a strong focus on group work.

Outdoor Education: learning outside of the school building in the “real” environment

Student Centered Learning: students and their needs are at the centre of the learning process.

Mobile Learning: we get access to knowledge through smartphones and tablets. It is learning anytime, anywhere.

Key competences

Personal, social and learning to learn competence- learning through experience or discovery learning is the corner stone of acquiring this competence because core human rights skills and values such as communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learned through experience and practised.

Digital Competence (by using digital tools such as padlet.com, kahoot.it, app.wooclap.com)

Literacy Competence - forms the basis for further learning and further linguistic interaction. Discussion activities will encourage enquiry, enabling people to explore differing viewpoints and develop language skills. It helps students communicate and connect effectively with others in a creative way.

Activities

Name of activity	Procedure	Time
Lesson 1	The main objective of this activity is to raise students' awareness of the inequalities in society and to develop their skills of observation and imagination. It is due to promote a sense of justice and fairness, build up skills of co-operation and develop understanding of rights to life and survival.	
Instructions	<p>1. Start by brainstorming those people who are disadvantaged or living at the margin of society, for example a Ukrainian refugee, a person with disabilities or a homeless person, a single mother with small children, a pensioner, a person in a wheelchair, an illiterate person, a mentally ill person or a member of the Roma community. All disadvantaged and marginalized people are poor and suffer from prejudice and stereotyping and are often discriminated against in some way.</p> <p>These people and groups see themselves as disadvantaged to the extent that they are denied access to housing, healthcare, education, information and employment, compared with those in the mainstream of society. Disadvantaged people may also feel a lack of autonomy, incentive, responsibility and self-respect. Barriers to self-sufficiency can include the unavailability of resources, for example, lack of employment, capital or accessibility of public transportation for physically disabled people. Inaccessibility is another barrier: cost, poor design, distance and society's regard for a group.</p> <p>2. Ask each participant to choose one such person whom they are curious about and explain that they are going to go out and explore the surrounding areas through that person's eyes.</p>	

Name of activity	Procedure	Time
<p>Lesson 1 Debriefing and evaluation</p>	<p>3. Emphasise that the point is not to act out the role, but to go out and imagine what it would be like to be the other person. What would it be like to be in that person’s shoes? For instance, would they be able to enjoy all the amenities? Where would they buy bread (if they can afford it)? Where would they live?</p> <p>4. Hand out pairs of paper glasses. Tell participants that as they go around the city, they should take pictures either with digital cameras or on their mobile phones as documentation. Agree on a time for everyone to complete the task. (2 days) Following the example of the experiment named The Living Library which started in Denmark in the year 2000, students will have to enter into a personal dialogue with the targeted people representing groups frequently confronted with war, prejudices and stereotypes, and who are often victims of discrimination or social exclusion. Then they will have to tell their stories.</p> <p>5. On their return, ask each participant to display their pictures on a digital wall as they are going to create a virtual exhibition of their pictures using www.emaze.com. The pictures should be untitled.</p> <p>6. When all the pictures are displayed, ask everyone to try to guess which groups are being represented; then invite each participant in turn to present their pictures and to explain why they are particularly interested in the particular group they chose to “see”. Begin by looking at the exhibition and then go on to ask participants in turn what they experienced and what they saw.</p> <ul style="list-style-type: none"> • Why did you choose the example you did? • What preconceived ideas or stereotypes did you have about the person you chose? What influence did these have on how you did the activity and what you “chose to see”? • Did the exercise enable you to empathise in any way with the person at the margin? Why? Why not? • How risky is it to make assumptions about someone based on a generalisation about the groups as a whole? • How risky is it to make generalisations about a group of people based on one or two examples? • Which human rights specifically protect the different examples of disadvantaged people or those living at the margin which the participants identified? • How are the rights of these people most frequently violated? 	<p>1 hour</p>

Name of activity	Procedure	Time
<p>Lesson 2 Variations</p>	<ul style="list-style-type: none"> • How easy is it for them to claim their rights? • Who should be responsible for making sure that their rights are not violated – or that they can exercise them? • What have you learnt about yourself? <p>“I know I’m not seeing things as they are, I’m seeing things as I am.”</p> <p>It is very important that the participants understand that their stereotypes and beliefs affect the way they see the world around them. They should be aware that by bringing their existing stereotypes and feelings of empathy to the activity they risk reinforcing beliefs that may be distorted or wrong, therefore they should try to be open-minded, understand that generalization does not apply to every individual and change their distorted perspectives.</p> <p>7.Next, students will be asked to tell the story their target’s life, illustrating it in words and pictures.</p> <p>The stories will be included in a digital book they are going to create as an outcome of their project. (www.bookcreator.com)</p> <p>This activity develops skills of critical analysis, fosters open-mindedness and a sense of justice.</p> <p>Using the Forum Theatre technique students are asked to reflect on ethical issues. They are invited to make a dramatic sequence/scene, which portrays an ethical dilemma. The participants make still images depicting oppression, injustice, a problem; individuals “sculpt” tree-dimensional images using their own and others’ bodies.</p> <p>Next, the participants make a still image of the same specific situation, this time depicting the ideal or the harmonious.</p> <p>Possible role-plays: a Ukrainian refugee and his/her oppressors// inequality in the workplace// men vs women stereotypes// a disabled person seeking work;</p> <p>Dynamisation</p> <p>Instead of dividing the participants into small groups, you can start with two volunteers to play the oppressed vs the oppressor with the rest of the group as observers. Then you can stop the presentation at intervals and ask the observers to comment and to say what should happen next. Alternatively, observers can simply exchange places with the actors to develop a different angle and change the course of the role-play, try to defeat the oppressors and find a solution.</p>	<p>1 hour</p>

Name of activity	Procedure	Time
<p>Lesson 3 Variations</p>	<p>Afterwards, groups feedback in plenary and compare the different endings.</p> <p>The goal of this lesson is to envisage a future world where equality is the norm and develop students' imagination, creativity and communication skills.</p> <p>Students work in groups of 3 to 5 people. They draw 3 columns of equal width down the paper.</p> <p>They create their own country where there is complete gender equality, complete equality of chances among members of the society, where human rights are respected and all people have equal access to resources (students choose the disadvantaged group they would like to focus on)</p> <ol style="list-style-type: none"> 1. Brainstorm examples of what the country is like today (Note ideas down in the first column) 2. Discuss what steps need to be taken to get from the present to your future Equality-land. (Note ideas down in the second column) <p>How can disadvantaged groups be empowered to claim their rights? What role has education to play in empowerment?</p> <p>Further information</p> <p>The concept behind this activity is that of "Empowerment". Empowerment might be explained as follows according to Oxfam: "Empowerment involves challenging the forms of oppression, which compel millions of people to play a part in their society on terms that are unequal, or in ways which deny their human rights".</p> <ol style="list-style-type: none"> 3. Reflect on the obstacles they might encounter on the path to Equality land and how they would overcome them. (Write them down in the third column) <p>The activity of envisaging a new land and changing it from the present to the future can be adapted to most issues where you want participants to think freely and imaginatively about finding solutions to problems.</p>	<p>1 hour</p>

Assessment

Bear in mind that the questions about the disadvantaged groups may bring up controversial issues. It requires participants to be open-minded, to put aside stereotypes and pre-conceived opinions and to use their skills of critical thinking. It is a very good illustration of the inherent

complexity of human rights. It is worth asking participants to consider their own process of growing up and how certain perspectives and beliefs have changed during these activities, perhaps even those aspects of their perceptions that they think are fixed.

You may wish to draw some conclusions from the discussions, for example, that we are all human beings who have rights which cannot be gifted or taken away regardless of race, colour, property, birth or other status.

It is very important for students to experience real communicative situations in which they learn to express their own views and attitudes. Meaningful activities on a personal level can be a step towards performance and motivation. Quite an important factor in education towards cooperation is the teacher's attitude who should favour a cooperative style of teaching.

Assessment will be carried out using the interactive method **THINK-PAIR-SHARE**.

Think-Pair-Share is a simple cooperative learning structure that allows students to share what they have learnt about a topic. The students have a chance to reflect on their learning. Then they pair up with another student to compare their ideas. And finally, they share their ideas with the class, assessing their own understanding of the topics.

***** AFTER IMPLEMENTATION *****

Student feedback

The students engaged by reflecting on their own work and it was really interesting to see how they shared their ideas and drew their own conclusions.

Teacher's remarks

Who we are or believe we are depends to a large extent on the cultures we grow up in, are exposed to or decided to embrace. 'Seeing' others through a lens and trying to change distorted views is a step ahead in promoting equal rights and respect, gaining access to the principles of inclusion and democracy. It may be stated that human rights guarantee the freedom of thought, religion, belief, cultural expression, education and students need to be taught to respect diversity and not use it as a reason for discrimination.

Labelling people, "putting them in a box" according to their race, gender, colour or status means perpetuating stereotypes and prejudices and by means of these activities, students learn to respect and value diversity, challenge the status quo and act to make their surrounding world a more equitable place.

This learning scenario aims, therefore, to build inclusive and supportive environments for all the young people regardless of their social background, religion or disabilities which could offer everyone a chance to bring their own contribution to their local context, feel they are part of the school community and feel included and innovating.

The lessons make creative use of educational resources and get students engaged, which results in raising their awareness of solidarity, initiative, empathy and creativity.

The methods grasped during the lessons provide a real context in which they can share information, become aware of other social and cultural realities, fuse and learn from each other, which enables them to acquire self-confidence when confronted with new experiences, to cultivate their personal skill, contributing to their social and personal development and to the dissemination of new ideas among their peers.

Finally, all the activities enhance participatory learning. There is a focus on communicative activities, the learning process is a communicative and cooperative activity where students learn from each other and with each other.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.