

A decorative graphic on the right side of the page consists of three overlapping circles in shades of blue, arranged vertically. Two thin blue lines cross the page diagonally, one from the top-left to the bottom-right, and another from the top-right to the bottom-left, intersecting near the circles.

# TEACHING GUIDELINES

BLOC II *Everyone makes a difference*

## Lesson plan

Session 1 Internationalism

Session 2 Defining Culture

Session 3 Crossing Cultures

Session 4 Crossing Cultures

Session 5 Stereotypes and Prejudices

Session 6 Stereotypes and Prejudices

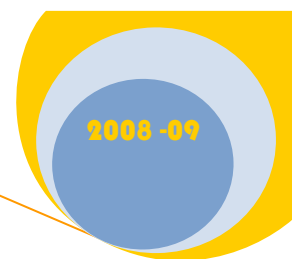
Session 7 The Holocaust

Session 8 The Holocaust

Session 9 Discrimination and Humanity

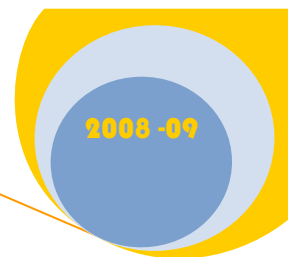
Session 10 Discrimination and Humanity

Session 11 Discrimination and humanity



## Everyone makes a difference

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|---|--|
| <p><b>TOPIC: Everyone makes a difference</b></p>                                      | <p><b>KEY SKILLS</b></p> <p>To explore important real-life themes, such as the richness of cultural diversity and the concept of culture itself, the implications of stereotyping, the social gravity of prejudice and other related experiences that gradually end with many people's innocent perspectives of life. The essence of friendship, the acts of humanity, the uses and abuses of obedience and conformity, and the development of prejudice, and its destructive consequences are also contents to be dealt with.</p>   |
| <p><b>SUBJECT: - Culture<br/>-Prejudices<br/>-Stereotypes<br/>-Discrimination</b></p> | <p><b>TRANSFERABLE SKILLS</b></p> <p><b>Communicative skills:</b></p> <p>Pupils will learn and try to endure different episodes in History and everyday life that have shaped and continue shaping the different ways to see the world, ourselves and others. They will notice how understanding and respecting cultural differences can lead to greater harmony in school, society, and the world.</p> <p>Students will develop social skills and empathy towards others while developing their cross-cultural arguments.</p> <p><b>Methodological skills:</b></p> <p>Pupils will be able to transform information into knowledge, while activating thinking skills in order to identify, compare and explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.</p> <p>Also, they will be able to describe ways in which regional, ethnic, and national cultures influence individuals' daily life.</p> <p><b>Personal skills:</b></p> <p>Pupils will practice the skill of interpreting a situation from two different points of view. Also, they will learn to keep from misunderstanding the behavior of individuals from another culture, trying to see the world from other people's point of view, in addition to their own.</p> |
| <p><b>LEVEL:</b> 3rd /4th ESO</p> <p><b>TIMING:</b> 12 Horus</p>                      | <p><b>AIMS:</b></p> <ul style="list-style-type: none"> <li>- To engage in discussions that encourage thinking and learning about the understanding of historical facts and issues to explore today's world.</li> <li>- To encourage students to express their feelings and beliefs and to engage in constructive dialogue with their peers.</li> <li>- To advocate for an end to hatred and genocide in the world.</li> <li>- To explore the depths, reasons and meaning of friendship</li> </ul>  |



| TEACHING OBJECTIVES   | LEARNING OUTCOMES   | COMMUNICATION  | CULTURE/CITIZENSHIP   |
|---|---|--|---|
| <b>A. CONTENT</b>   | <b>A. CONTENT</b>   | <b>Language of learning</b>  |   |
| <p>-To describe how culture shapes people.</p> <p>-To define the concept of culture.</p> <p>-To explain some of the attributes of culture.</p> <p>-Earning respect and trust.</p>   | <p>By the end of the lesson students should be able to:<br/>Think deeply about the themes and messages that arise in the films viewed: tolerance, success, overcoming adversity, relationships, respect and trust. Express their emotions and engage in constructive dialogue with their peers.</p> | <p>Key vocabulary and expressions:</p> <p>-Nouns and adjectives related to the core topics: <i>Behaviour, good manners, rudeness, tough, colloquial way, customs, cultural gaffes, misunderstanding, verbal mistake, non-verbal mistake.</i></p> <p>-Classroom language routines (<i>let's revise, have a look, pay attention, follow the instructions, step by step, how do you interpret...</i>)</p> <p><b>Language for learning</b></p> <p>-To describe a process.<br/>-To make inferences in a debate.<br/>-To analyze the pros and cons of a dilemma.<br/>-To interpret and explain a situation. (reporting events)</p> <p><b>Language through learning</b></p> <p>-Body language<br/>-Sentences, expressions and speech words that will come across throughout the lesson.</p> | <p>Pupils will be able to heighten their awareness of how they can have immediate as well as lasting positive impact on the recipients of their generosity, tolerance and respect.</p> <p>As young people develop throughout the teenage years of 13-18, they benefit greatly from experiencing their own personal power, capabilities and talents. Parents, educators, youth leaders and child development specialists know that the best way for youth to learn responsibility is to take on responsibility. This process is aimed to be captured through the implementation of this whole section, with its activities, journals, and movie watching and follow-up debate experiences.</p> |
| <b>B. COGNITION</b>   | <b>B. COGNITION</b>   |  |   |
| <p>To offer opportunities for pupils to reach into their own hearts and into a close circle of support ( parents, grandparents, family members, peers, teachers and others) to develop lasting, positive relationships.</p>                       | <p>In this section, pupils will be allowed to explore actions they can take as individuals and in groups to reach out to others in need of personal support.</p>  |  |   |
| <b>ASSESSMENT CRITERIA:</b>   |   |  |   |
| <p>Throughout the lesson, students will be assessed on a daily basis as far as active participation and personal commitment are concerned. They will be asked to hand in questionnaires, worksheets and other exercises the teacher requires.</p> |   |  |   |

## TEACHING GUIDELINES

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|--|------------------------------------|
| <b>TITLE:</b> Everyone Makes a Difference  | <b>SESSION 1:</b> Internationalism |
| <b>TEACHING NOTES:</b> This opening session of the second Bloc of the <i>Educating Myself</i> project is aimed to introduce and analyse the concept of CULTURE. The first step will be to make students realise how much they know about other countries and cultures and to self-grade their “international” dimension. |                                    |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Projector to show the slides</li><li>- Quiz: How “international” are you?</li><li>- Answer quiz worksheet</li><li>- Worksheet: diagram completion on what shapes CULTURE.</li><li>- Homework: Defining culture</li></ul>                                       |                                    |
| <b>GROUPING:</b> 25 students   | <b>TIMING:</b> 1h                  |

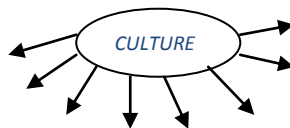
### ACTIVITIES:

- Warm up activity: Show the first slide of the international quiz, and raise a few questions with apparently obvious responses .For example:
  - Is the British style of life different to ours? In what differs a school in England to a school in Barcelona? Why is it so? What shapes these differences?
  - Why do we eat shrimps and seafood and people in Britain would never do it?
  - Why do men in Europe marry just one woman (monogamy) and in other countries such as Morocco or Malaysia they are allowed by law to have more than one spouse (Polygamy)?

Some of the responses of the students might be:

- People have different values and beliefs.
- It is a matter of customs and traditions.
- Because it is part of the *culture* of the country.

Once the word *CULTURE* appears, elaborate a diagram on the board with concepts and ideas linked to the major word. Students have a worksheet aimed to this purpose activity.



These concepts might be:

Facial expressions, religious beliefs, religious rituals, the importance of time, paintings, values, literature, children beliefs, gestures, ideas about leadership, ideas about friendship, ideas about fairness, foods, eating habits, music, the importance of work, the importance of beauty, styles of dress, rules of social etiquette, housing, concept of personal space, concept of self...

All the questions and the forthcoming ideas are targets to help students appreciate the dimension of the concept of CULTURE and the idea that everyone has a culture that shapes how we see the world, ourselves and others. See attached worksheet to be completed by the students

- Quiz on *internationalism*

Get the students in groups of 5. There will be approximately 1 minute given for each of the 13 questions for each team to confer. 1 minute extra will be given for bonus questions. When they have answered all questions, ask them to swap their sheet with another team.

Once every group has another group's answer sheet, provide the whole class with the right responses and give the necessary explanations in every slide.

- Before leaving the session, give the homework worksheet on culture aspects and ask them to come up with their own definition.

## TEACHING GUIDELINES

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|---|-------------------------------------|
| <b>TITLE:</b> Everyone has a culture  | <b>SESSION 2 :</b> Defining Culture |
| <b>TEACHING NOTES:</b> Language is one of the most obvious and one of the most complicated defining features of a culture. And language—vocabulary, syntax, intonation—is but one aspect of the complex communication patterns that groups use to share meaning and experience. Students will discover that cultural norms heavily influence how we communicate. Through a video on cultural gaffes, they will gain knowledge on the importance of understanding cultural viewpoints out of different behaviors, values, beliefs and perceptions depending on each culture. |                                     |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Homework: defining culture worksheet</li><li>- Video ( Supplementary material folder): <i>Cultural Gaffes beyond your borders</i></li><li>- Listening practice worksheet.</li></ul>   |                                     |
| <b>GROUPING:</b> 25 students  | <b>TIMING:</b> 1h                   |

### ACTIVITIES:

1. Warm up activity: homework correction and comments about it. Present some assumptions on what culture is (homework) and ask the students to give their opinions whether the statements are a fact or opinions. Ask some students to read aloud their own definitions on culture and finally provide the following one:

*Culture is a system of beliefs, values, and assumptions about life that guide behavior and are shared by a group of people. It includes customs, language, and material artifacts. These are transmitted from generation to generation, rarely with explicit instructions.*

2. Video showing: Cultural Gaffes beyond your borders

This entertaining eight-minute video shows how easy it is to commit a blunder, a gaffe, a slip-up in another culture. Things as simple and normal to us as sitting on the edge of a desk may be insulting in another country. Students will see 14 examples of cultural gaffes acted out, and then get some advice on how to try to avoid making such mistakes when they travel to another country with a different culture.

Ask the students to watch and listen to the video attentively and fill in the worksheet provided meanwhile. If necessary, play the video twice so that they have time to write down the information required.

## TEACHING GUIDELINES

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|---|---------------------------------------|
| <b>TITLE:</b> Everyone makes a difference!  | <b>SESSION 3/4:</b> Crossing Cultures |
| <b>TEACHING NOTES:</b> Students will see that it is crucial to understand the perspectives of another culture if one is trying to work within that other culture to effect change. Also, they will know that understanding another culture involves being able to interpret behaviours, customs, actions, and practices from more than one point of view. |                                       |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Overhead projector.</li><li>- Film: <i>The Constant Gardener</i> by Fernando Meirelles.</li><li>- Worksheet: Understanding Cultural Viewpoints</li><li>- Reading “<i>One Step at a Time</i>” by Fred Koehler. ( Peace Corps Volunteer in Togo)</li></ul>  |                                       |
| <b>GROUPING:</b> 25 students  | <b>TIMING:</b> 2h                     |

### ACTIVITIES: DAY I

Warm-up activity: On an overhead projector, show the class a complex scene with many things happening. Source: *The Constant Gardener* film by Fernando Meirelles, based upon the novel by John Le Carré, (Scene 3, minute 13:30- 15:30. Ask the students to concentrate carefully, and expose them to the scene for exactly 2 minutes. Then ask several students, in turn, to report what they saw. Ask them to be specific about details.

1. Follow this activity with a class discussion. Lead students to the awareness that no two people see the same thing in exactly the same way. All people bring to the situation their own values, beliefs and life experiences. Explain that each of us believes that we observe reality as it is. But what actually happens is that the mind interprets what the eyes see and gives it meaning. What we see is as much in the mind as it is in reality. Why? Because CULTURE exerts a powerful influence on our point of view.
2. Have students complete worksheet 1: Understanding Cultural Viewpoints.
3. Give the students the knowledge of the cultural context of each of the situations in the previous exercise. Make them reflect upon their responses then. The cultural context makes some behaviour be accepted as “normal”.

Cultural context situation 1: In this culture, it is normal to arrive half an hour or even two hours late. It’s not a lack of respect. The meetings start when everybody is there.

Cultural context situation 2: In this country, dogs tend to carry disease and food is scarce.

Cultural context situation 3: In this culture, carrying water is a woman’s responsibility.

Cultural context situation 4: In this culture men are not expected to clean up after a meal.

Cultural context situation 5: In this culture men and women never touch in public.

Cultural context situation 6: In this culture it is expected that you help a friend succeed, sharing is the norm.

Cultural context situation 7: In this culture, belching is the normal way to express pleasure about food.

4. Explain the students that if they were to go to another culture, they would need to be careful not to make judgments about a particular behaviour or custom until they understood the **cultural context**. Assign the reading *One step at a time* by the Peace Corps Volunteer in Togo, Fred Koehler (health worker), for homework.

#### ACTIVITIES: DAY II

Warm-up activity: Put students in small groups and ask them to work together to comment upon the text. One member of each group should be able to paraphrase it to review the main points. Explain that to paraphrase is to retell a story in their own words. Provide them with some helpful expressions such as: *The story is about a volunteer...* / *He finds it difficult to help villagers because...* / *The main problem he notices is...* / *From the Togolese villagers point of view...* / *The Togolese people have to face these problems:...*

1. Try to elicit from students the idea of **CULTURAL CONTEXT** (the unwritten rules or norms that have evolved and become part of a group's expected behaviour in various situations). Ask them the following question:
  - Why these two men have such different points of view about the same reality?
  - How are these men living contexts different?
2. In pairs, ask students to fill in the chart they have at the end of the reading. Provide some words they may need if you observe them stuck at one point: power, respect, honour, lack of money, no access to cooking utensils, a question of time and volunteer work, the hospital, the chief, the traditional healer, the *gongoliers*, dirty/filthy water, lose of time.
3. Ask the students to reread the statement in bold in the text and have them brainstorm what it would be like to "**step into the shoes**" of someone else.



## TEACHING GUIDELINES

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| <b>TITLE:</b> Everyone makes a difference!   | <b>SESSIONS 5/6:</b> Stereotypes and Prejudices |
| <b>TEACHING NOTES:</b> Genocide is the ultimate expression of hatred and violence against a group of people. These following sessions trace the steps by which a group becomes the target of prejudice, discrimination, persecution and violence. The general concepts of stereotypes, prejudices, and discrimination are explored in a manner which will enable students to understand behavior and to condemn such behavior which is inappropriate in a modern, pluralistic society. |   |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Overhead projector.</li><li>- <i>One word many prejudices</i> short.</li><li>- <i>Disability means possibility</i> short.</li><li>- <i>Men and women</i> short.</li><li>- Worksheets on Stereotypes and Prejudices</li><li>- Power point on Stereotypes and Prejudices.</li></ul>  |   |
| <b>GROUPING:</b> 25 students   | <b>TIMING:</b> 2h                               |

### ACTIVITIES: DAY I

Warm up activity: Show the students a set of statements on the overhead projector and have them brainstorm if the sentences are just misconceptions, simple stereotypes or harsh prejudices. Also, ask them to consider their attitudes against certain groups of people  
Slides I and II.

(Supplementary Material: Power point on Stereotypes and Prejudices)

Explain them that a **“stereotype”** is a generalization about a person or group of people, which does not consider individual differences and which is often prejudicial to that person or group. Whereas a **“prejudice”** is an unfavorable opinion formed against a person or group based on a stereotype. So, stereotypes often lead to prejudices and these unchecked prejudices lead to discrimination, violence and, in extreme cases, genocide.

Give them an example: *If you are walking through a park late at night and you find two old ladies taking their dogs out, you may not feel as threatened as if you meet three young skinhead boys wearing leather jackets.*

Why is this so? We have made a generalization in each case. These generalizations have their roots in experiences we have had ourselves, read about in books and magazines, seen in movies or television, or have had related to us by friends and family. In many cases, these stereotypical generalizations are reasonably accurate. Yet, in virtually every case, we are bringing to prejudice by ascribing characteristics about a person based on a stereotype, without knowledge of the total facts.

- 1- Show a video short on the overhead projector: *One word, many prejudices*. If necessary, show it twice so that the students can fill in the blanks with the words being listened.

Underline the idea that stereotyping often results from, and leads to, prejudice. This is what the people in the video are doing with the pictures being shown.

## ACTIVITIES: DAY II

Warm up activity: Show the video short *Men and Women* and work on the idea that **prejudice can be spread by the use of propaganda and inflamed by demagogues.**

- 1- Ask the students to answer the questions on the video shot mentioned above so that they can make themselves an idea of the importance of demagogues and propaganda.
- 2- Show them the video shot *Disability means possibility* and introduce the idea of positive responses to prejudice and stereotypes by telling them that understanding the nature of prejudice, stereotypes, and discrimination is the first step in combating these practices. All of us have prejudices about members of groups different from ourselves. We should, however, recognize that we are not acting fairly if we treat people differently because of these stereotypes and prejudices. Each one of us deserves to be considered a **unique** human being. It is important to stand up against injustice, and fight the discrimination and stereotypes, which have served as the precursors to persecution, violence, and genocide.

Finally, mention some historical results of prejudice and fatal endings:

-Martin Luther King speech "I have a dream" (1963). King devoted his life to fighting prejudice. His message was meant not only for African-Americans but for all oppressed minorities. In taking a courageous stand against racial hatred, Dr. King was subjected to personal injustices which culminated in his murder at the hands of a racist assassin.

-The Holocaust. The Holocaust was the destruction of European Jewry by the Nazis during World War II. The genocide we know as the Holocaust had roots in attitudes and behavior which we see around us every day. It is only when these attitudes and behaviors are manifested in the extreme that genocide can occur. Genocide is the last step in a continuum of actions taken by those who are prejudiced. The first step of this continuum is **discrimination** and treating certain groups of people differently. The second step is **isolation**, such as the physical segregation of minorities in ghettos or setting up separate schools. The third step is **persecution**, followed by **dehumanization and violence**. Genocide: the deliberate and systematic extermination of a group of people is the ultimate expression of human hatred.

## TEACHING GUIDELINES

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| <b>TITLE:</b> Everyone makes a difference!   | <b>SESSIONS 7/8:</b> The Holocaust |
| <b>TEACHING NOTES:</b> Up to the coming sessions, the students have already been introduced to the basis of an historical and political event biased by and leading to prejudice and discrimination: World War II and the Holocaust. In the following two sessions they will discover the ideological causes and the physical consequences of this harsh historical event. |                                    |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Overhead projector</li><li>- Computer and white screen for the power-point display</li><li>- Power Point: The Holocaust</li><li>- Power Point: Quiz on the Holocaust</li><li>- Power-point: The Boy in the Striped Pyjamas</li><li>- Quiz answer sheet</li></ul>   |                                    |
| <b>GROUPING:</b> 25 students   | <b>TIMING:</b> 2h                  |

### ACTIVITIES:

#### Day I

- 1- Show the students the power-point on the consequences of World War II as a way to elicit the ideas of non tolerance, racism and discrimination. Explain them that the roots of prejudice and racist ideologies did lead to genocide towards Jewish population during the Holocaust. Ask the students to pay attention and to concentrate on the explanations.

Slide 1: -Hitler's rise to power (1933), to rebuild Germany after World War II.  
-Nazi philosophy: anti-Semitism ( anti-Jewish laws were approved)  
-The Star of David: JUDE

Slide2: -The Nazi regime: anti-Semitism and Kristallnacht pictures.

Slide 3: -German Conquests in Europe (1939-1944).

Slide 4: -Ghettoes: how and where most Jews lived after the war.

Slide 5: -Ghettoes and concentration camps.

Slide 6: -Jewish population pre-war and post-war (have a look at the decrease in numbers).

- 2- Raise some questions on the Holocaust in a quiz format through a Power Point. Tell them this is going to be an individual evaluation exercise. They will have a quiz answer sheet with 12 blanks to fill in with their responses. This exercise will be marked individually.

Answers: 1. European, 2.Poland, 3. Three million, 4.Nine million, 5. Approximately three million  
6. Shtetls, 7.Adolf Hitler, 8.1933, 9.1945, 10.Yiddish, 11. Ghettoes, 12.The Star of David.

**DAY II:**

**Warm up activity:** Show them the PowerPoint on the Holocaust Memorial Day: 27<sup>th</sup> of January.

Idea: *Stand up to hatred*. There are still historical facts and little gestures in the present reminding us of the episodes lived during the Holocaust.

- 1- To hand out the discussion guide about the film *The Boy in the Striped Pyjamas* and its questionnaire to the students and have a quick look through it. The teacher will underline the most salient features of the film to be analysed as far as *innocence, friendship, humanity, obedience and conformity, prejudice and discrimination* are concerned. Each of these items corresponds to one part of the questionnaire. Remind the students that its completion and handing it on time will represent a 10% of the course final marks.
- 2- Show them a power-point to elicit what the story might be about and introduce the main characters.

**Slide 1:** To judge by the cover, what do you think the story may be about? Pay attention on the clothes, the fence in-between the characters, the scenery.

Explain that the film they are going to watch is based on the novel of an Irish writer called John Boyne and that the novel's account of the Holocaust is so real and vivid and human that it was launched to the cinema by Mark Herman, in November 2008.

**Slide 2:** Introduce the characters one by one, explaining who are they and their relationship with the story itself. Don't tell the students what happens to them, but ask how would they label the political nature of each character according to the symbols :



The Star of David



The swastika

## TEACHING GUIDELINES

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|---|--|
| <b>TITLE:</b> Everyone makes a difference!  | <b>SESSIONS 9/10/11:</b> Discrimination and humanity |
| <b>TEACHING NOTES:</b> Up to the coming sessions, the students have already been introduced to the basis of an historical and political event biased by and leading to prejudice and discrimination: World War II and the Holocaust. In the following two sessions, they will watch an account of one family's experience of the Holocaust. |  |
| <b>MATERIALS:</b> <ul style="list-style-type: none"><li>- DVD projector for the film watching.</li><li>- Matching exercise on the Holocaust.</li><li>- Questionnaire on the film.</li><li>- DVD film: <i>The boy in the striped pyjamas</i> by Mark Herman based on the author John Boyne.</li></ul>  |  |
| <b>GROUPING:</b> 25 students  | <b>TIMING:</b> 3h                                    |

### ACTIVITIES:

Warm up activity: Revise some facts, terms and vocabulary related to the Holocaust through a matching exercise.

#### Day I

1. Film watching and questionnaire completion.

#### Day II

1. Continue with the film watching. The film lasts for 90'. However, the students will have the rest of the session to reflect upon the film and continue with the questionnaire.

#### Day III

1. The students are meant to devote the session to finish the questionnaire, ask questions to the teacher and revise their written responses.

As far as writing is concerned, the teacher will provide the students with dictionaries and other reference materials.