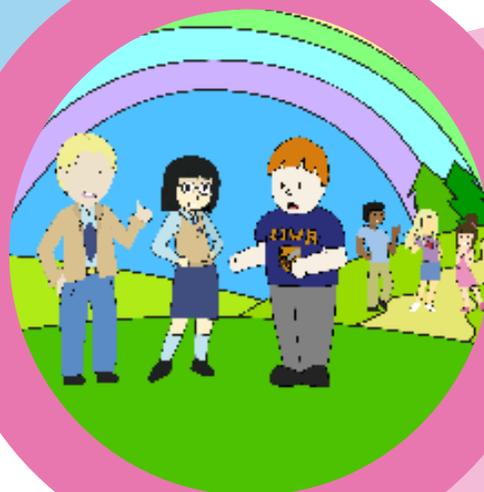




**STRONGER  
TOGETHER**



Erasmus+



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## Stronger Together Curriculum

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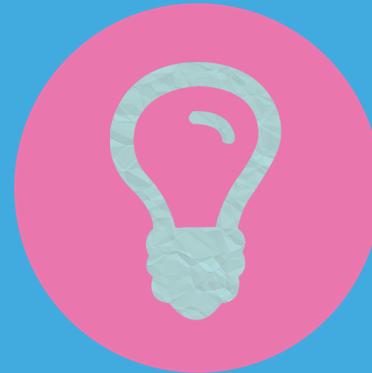
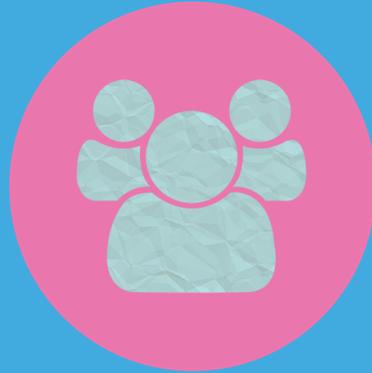
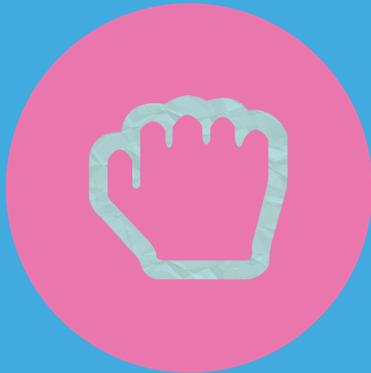
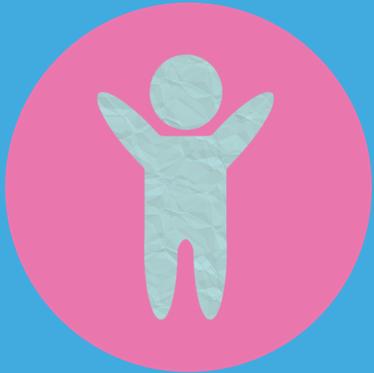
## Introduction

Stronger Together proposes a curriculum composed of 5 modules, for educators to use in their classes, to facilitate a dialogue on social inclusion, critical thinking, morality and self-control, that will ultimately help prevent radicalization. The curriculum will equip the educators to manage the debate and improve their competences when teaching this topic, which at the moment has a lack of learning materials for pupils in upper primary school in many countries. The curriculum is also supported by a digital board game. The curriculum and the game will engage teachers, pupils and the parents of the pupils hereby extending the discussion outside the classroom. This will contribute to a greater exchange of different ideas and perspectives on the topic. Thus, the curriculum combines conventional learning methods and materials with the digital game, hereby contributing to the digital education of educators and pupils, while also showing how digitalization can support social activities and teamwork positively.

The curriculum consists of five modules and related activities, for further knowledge about the project, and guidance on how to apply the curriculum and digital board game in the class, please see the Stronger Together Handbook ([link](#)).

# THE FIVE MODULES

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# MORALITY

## Curriculum

Living together requires shared rules and values. The rules are generally established by law or by regulations, they must be respected, subject to sanctions. Among the fundamental values of our European democratic societies are freedom, respect, equality, the rule of law and the separation of powers. Rules and values are not static, but can evolve through democratic debate. Morality is about making choices and acting according to what we believe is right, consistent with our convictions (freedom, responsibility) and the rules and values of the society that hosts us (respect, rule of law).



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# Introduction

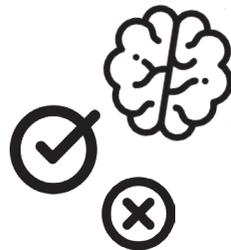
Europe is currently facing significant challenges linked to socio-economic difficulties, nationalism, radicalism and impaired trust in democratic processes. Such challenges can represent threats to peace, democracy, freedom and tolerance.

Education and training can help facing these threats by fostering mutual respect and promoting fundamental values. Citizenship education has a special role to play in this regard and shared rules and values of a group (a society) can be transferred from one generation to next one. In this context, thanks to self-control and critical thinking, people's moral can be consolidated, especially in the pupils.

It is important to understand that the respect of common and democratic law and rules are a plus not only for the society but for the individual too, and this drives to a democratic society in which each one can live in peace (inclusion and diversity).

Education is intrinsically connected to the development and growth of individuals within an inclusive social context.

All forms of responsible education are beneficial not only to individuals themselves, but also to society as a whole. Morality education, however, has special connections with the welfare of society and its institutions.



At school morality education is closely connected to:

Self-control

Morality education is supported by the development of self-control: personal development (self-confidence, responsibility and control of emotions); communicate and listen; collaboration with others.

Inclusion and diversity

Morality (civic) education paves the way to manage diversity at school. Learning and understanding the rules that govern civil life facilitates social relations both outside and inside the school and creates an environment of equality and non-discrimination.

Thinking critically

Morality is also linked to the development of students' critical thinking. Critical thinking helps to exercise our judgment and understanding of the surrounding world, thanks to the management of information and the appropriate use of sources



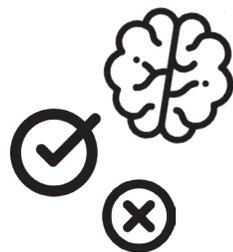
## Prevention of radicalization

Schools are in a prime position to contribute to undermining misconceptions and misinformation that are at the basis of hate speech and inward-looking attitudes, by helping children to develop empathy and appreciation and respect of cultural differences.

## Main objectives

The content and material proposed in the curriculum (and thus in this training module on “morality”), as well as the board game, intends to provide to teachers and educators a ready-to-use set of instructions and instruments that will guide in a coherent way education towards prevention of radicalization.

The 5 themes of the curriculum (morality, self-control, inclusion and diversity, critical thinking, prevention of radicalization) are important ingredients of an inclusive society. They should be internalized at an early stage of individual self-development. Stronger Together proposes a method to teach them in a coherent and adapted way (see additional info in the Handbook).



More particularly, for this module on “morality”, the main objectives are:

Development of moral skills: to understand the importance of the respect of rules and values, including benevolence, righteousness and courtesy; to foster universal values, including peace, justice, freedom, democracy, human rights, responsibility, respect for others (see also the «Inclusion/Diversity» module).

Respect of rules and regulations: judging in a reasonable manner thanks to an independent and critical thinking (see also the «Critical thinking» module) from multiple perspectives; and the ability to discern the meaning and values embedded in life choices in an objective and rational way, and make reasonable judgments, taking account of rules and regulations.

“Live together” in diversity inside the society as an active citizen: making rational and responsible decisions with an enthusiastic attitude in various domains, to be committed to living in good terms with others and to become informed and responsible “European/global” citizens (see also the module «Prevention radicalization»)

To be able to combine, in a right way, individual choices and responsibility: to enhance recognition of oneself and understanding of one’s role, responsibilities, rights and obligations in a community (see also the module «Self-control»)

# Instructions

Educating to morality means to help students in finding a proper frame of mind, making informed choices and putting them into practice on a permanent basis.

The steps that lead to this attitude are:

-  Making the child aware of the need for setting/ accepting limits and rules, and respect them;
-  Explaining the reasons for such limits (societal rules and values);
-  Bringing the child to be able to set limits on his own and to act accordingly (personal moral);
-  Making the child aware of the reasons and aim of acting consistently with societal and personal limits, together with the consequences of disrespecting them;
-  Educating to act according to what we believe is right, consistent with our convictions and the rules and values of the society.

The teacher him/herself should have a strong personal moral, adhere to the societal rules and demonstrate consistent and exemplary behavior; children will imitate the educator's actions, more than his/her words.

The activities hereunder are proposed to allow pupils to work on their concepts of « morality and values ».

Three different activities are proposed:

**Dilemma game** – A “moral” dilemma is a difficult choice in a particular situation where contradictions may appear between different rules, values or moral concepts (personal and/or societal).

**What is Justice?** – In this activity students will understand that a) some acts can be fair to one person and unfair to others; b) justice, laws and rules help to identify what is right or fair; c) there is a difference between punishment and revenge.

**Rules** – This activity involves pupils in a discussion regarding the importance of rules in relation with morality in the society.



## Instructions

The introduction to the theme will take its point of departure in the pupils' own knowledge on the subject, and will be based on dialogues. Key words from the pupils' dialogues and discussions will be written on post-its and added to a poster. The teacher will lead the pupils through the different dialogues and add knowledge to the discussions, when needed.

The teacher explains that today's topic is Morality. If needed (depending on the age), the teacher can introduce the theme in two minutes, by referring to the key message and objectives (above) and explaining them to the class, linking with the proposed activities (below).

The teacher then puts up a poster (A3 or bigger) or uses the blackboard, and writes the theme of the module Morality on the top of the paper. The teacher hands out post-its and asks the pupils in pairs (the ones sitting next to each other) to reflect about the question: What is morality for you? They have two minutes to discuss the question. The pupils write keywords down during their talk. Thereafter, the teacher asks them to turn to the pairs sitting next to them (so they now are four) and discuss their definitions, and write new keywords down, if any emerge. The pupils have one other minutes to this. Then, the teacher will open up for a class discussion of ten minutes, based on their conversations and ask: What is morality for you? While the pupils present their understanding of the theme, keywords are added to the poster. The teacher moderates actively in the discussion, comes with inputs which raise the quality of

the discussion and invite the pupils to reflect further on the topic.

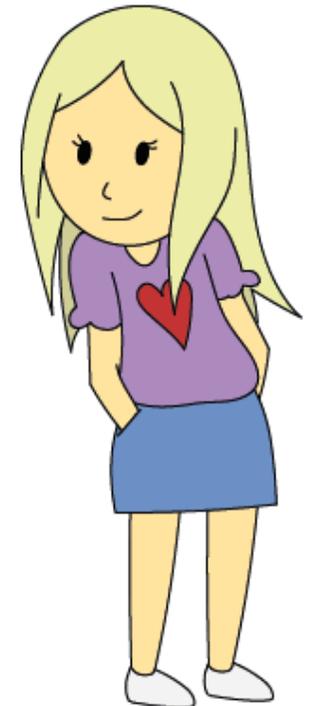
The teacher could invite the students to reflect on questions such as:

“What is right and what is unfair for you? Can you give some examples?”

and

“What is a rule for you?  
Please, give one example.”

Based on the comments made by the pupils, the teacher may also make a summary and propose a definition of “morality”, taking inspiration from the pupils' inputs and the concepts mentioned above.



Depending on the activity chosen, explain what is a “moral dilemma” (Activity 1), what means “Justice” (Activity2) or what means “Rule” (Activity3).

Dilemma game: “I invite you to imagine you are involved in a difficult situation and to decide what you think is correct/right/polite to do. Truly ‘right’ answers may not exist in this situation, but rather a choice to make between different moral imperatives and choose which one you feel is most important.”

Justice: “I invite you to see some slides and to answer some questions. You have to answer sincerely, to reflect on how you feel and what you think is correct (fair / right) or not.”

Rule: “A rule is a principle or procedure governing conduct or interaction between people. In our activity I give you a card with a “situation” or a “topic”. You have to write 3 rules about this situation/topic, 3 sanctions and who, in your opinion, has to supervises the implementation of the rules.”

## Educational advice and guidance

Learning methods proposed are:

-  Face-to-face activities (generally in group)
-  Game-oriented activities
-  Role play

# ACTIVITY 1

## Dilemma game

4<sup>th</sup> grade



45 min.



A chalk for drawing a line on the floor.



Classroom

## Instructions

The teacher says something like “I invite you to imagine you are part of a difficult situation and to decide what you think is correct/right/polite to do. Truly ‘right’ answers may not exist in this situation, but rather a choice to make between different moral imperatives and choose which one you feel is most important.”

After that, the teacher draws a line on the floor of the classroom, one side symbolizes: “I agree”, the other side symbolizes: “I do not agree”, the further away pupils go from the line the more strongly they do or do not agree with the statement. They should to be able to explain why they do or do not agree with the statement.

# Instructions

The teacher reads aloud short case-stories that end with a statement, i.e.:

**A)** Georgia is a very good math student who does well on homework but falls apart under the stress of heavily weighted tests. Therefore, it is OK that she cheats a little bit.

**B)** You witness a boy to rob your school friend, but instead of keeping the money for himself, he donates it to a local orphanage. You know this orphanage has been struggling for funding, and this money will allow the children to receive proper food, clothing and medical care. If you report the mischief, the money will be taken away from the orphanage and given back to your school friend. What should you do?

**C)** You are stranded with thirty people on a lifeboat that is intended to hold only seven. No one can paddle this heavy boat and it is definitely going to sink, drowning everyone inside it. It occurs to you that you can save some of the people in the lifeboat by throwing all but the strongest rowers overboard. Do you think it would be morally permissible to save some people by throwing others overboard, especially seeing that, otherwise, everyone, including those thrown overboard, would have drowned anyway?

**D)** You are willing to buy a new smartphone. You have just found your favorite one in the store but a person behind you explains that this brand produces devices thanks to the

work of young children in slavery, laboring 18 hours a day. What do you do?

You cannot change the world and you buy it anyway  
You decide not to buy it so you don't contribute to this disgrace

**E)** You and your friend are stranded on an island. Unfortunately, you are both fatally ill. It just so happens that you have an antibiotic that can cure your illness. Sadly enough, there is just enough antibiotic to save only one person. How could you and your friend choose which one of you will take the antibiotic? Do you think that either person who takes it will, or should, feel guilty for the other person dying, although if neither of you take it, you will both die?

For each question, pupils have to take their side around the line and the teacher will ask (some of) the pupils to explain why they agree or do not agree.

To stimulate the debate on values among pupils, the teacher can use questions such as:

What is right and what is unfair for you?  
Can you give some examples?

What is a rule for you? Please, give one example.

Clarify concepts: limits, rules, morality, fairness...

## Relevance of the activity to the theme

This exercise can be used as an introduction to the theme "Morality". Morality is about making choices and acting according to what we believe is right, consistent with our convictions and the rules and values of the society. Moral dilemmas illustrate that this is not always easy and that truly 'right' answers may not exist in some situations, but rather a choice to make between different moral imperatives.

## Expected results

This activity will train pupils to reflect upon their own moral values and listen to their classmates. It can prepare them for a better understanding of concepts such as: limits, rules, morality, fairness...

## Comments

This activity can be scaled to different age groups.



# ACTIVITY 2

## What is justice?

5<sup>th</sup> grade



50 min.



A PowerPoint presentation, computer, video-projector, Story of King 33, Questionnaires for the evaluation and pens (Additional resources)



Classroom

## Instructions

The poster created in the beginning of the module can be a point of reference for the pupils during the activity, which they can return to, if they need to recall how to define the theme.

Before starting PowerPoint, the teacher chooses 3 students who will read the role of 3 animated animals showing up in the slides: Sofia the giraffe, Bibi the bear and Yoyo the rabbit (you are free to change the name of the characters). For each slide, the teacher invites students to ask questions and proposing answers, keeping an eye on the time schedule.

In this workshop teachers' role is to facilitate the debate.

# Instructions

## PROJECTION OF THE SLIDES AND WORKSHOP

In this exercise, to make sure that everybody is participating, the pupils could get, for example, one minute to discuss the questions with the pair sitting next to them before starting the group discussion.

The teacher introduces by inviting the pupils to see some slides and to answer some questions raised in there. It is important that the pupils answer sincerely, reflect on how they feel and what they think is right or not.

Slide 1. Introduction.

Slide 2. Animated characters introduce themselves to children.

Slide 3.

**Yoyo asks students:** have you ever been told that you are unfair? Why?

Motivate students to give examples from their everyday life (e.g. school, home, friendship).

**Bibi asks students:** What is a fair person?

Students give their meaning of the word fair. If needed, the teacher asks additional questions based on pupils' comments and try to direct them in their definition of the word.

Slide 4.

**Bibi asks:** Who determines what is fair or unfair?

Discuss with students about this question. Answers can depend on the situation (in the classroom, at home, between friends).

**Yoyo asks:** Could something that is fair to you be unfair to somebody else?

Encourage students to give examples of situations in which some acts can be fair to one person and unfair to another. The aim of this question is for students to realize that situations can be perceived from different points of view.

Slide 5.

**Sofia asks:** Does somebody have the right to be unfair?

As an additional question, the teacher can ask the children "Can you sometimes justify an unfair behaviour"?

**Yoyo asks:** Can revenge be fair?

Slide 6.

Please sit down and listen to the story of King 33.

You can find the story in the Additional resources.

The teacher and / or student(s) can read the story loud to the class.

After the reading, the teacher makes sure that the pupils have understood the story. If needed, the teacher reads the story one more time or asks the children to sum-up the story. The teacher can explain the parts that have been misunderstood/not understood by the pupils.

Slide 7.

Students answer the questions related to the story of Kink 33.

**Bibi asks:** If you had been in the canary position, what would you have done?

**Sofia asks:** Did King 33 made a right/fair decision for everyone?

**Yoyo asks:** If you had been in the red fish position, what would you have done?

Slide 8. Greetings.

## Relevance of the activity to the theme

This exercise and particularly the story of Kink 33 reveals that sometimes, we disagree about what is fair and unfair (wrong, bad), because our individual convictions may diverge, as well as our perception of the facts. Values, rules and judges are supposed to facilitate consensus in that respect. But justice is a tricky discipline because there are differences among people (cultural, moral, social, age, capabilities...) and strict equal treatment for everyone can lead to disasters. In fact, equal treatment applies for comparable situations.

## Expected results

Thanks to this workshop it is possible for the students to understand that:

-  Some acts can be fair to one person and unfair to another
-  Justice, laws and rules help to identify what is right or fair, as well as our morality and critical thinking, that help us to better respect our integrity and that of the others
-  Nothing is perfect, justice is a tricky discipline, there is a difference between "right" and "best" or "wrong" and "worst"

# ACTIVITY 3

## Rules

6<sup>th</sup> grade



50 min.



Pens, papers and one card for each group of 5 children with a situation or an activity on every card.  
(Additional resources)



Classroom

## Instructions

The poster created in the beginning of the module can be a point of reference for the pupils during the activity, which they can return to, if they need to recall how to define the theme.

The teacher starts by saying: "A rule is a principle or procedure governing conduct or interaction between people. In our activity I give you a card with a "situation" or a "topic". You have to write 3 rules about this situation/topic, 3 sanctions and who, in your opinion, has to supervise the implementation of the rules."

The children are grouped by five and each group receives one card with a situation or activity "Rules for ...".

# Instructions

## WORKSHOP

### STEP 1 (max 10 min)

The children work in group and identify:

Three rules that they find should apply to the situation or activity described on their card;

Three sanctions, or penalties if there is a violation of the rules;

Who supervises the implementation of the rules.

### STEP 2 (max 10 min)

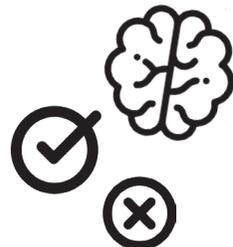
Within the group is discussed why those rules and sanctions are important. One member of the group writes down the shared points of view on:

What are the rules and why are they important?

What are the sanctions and why are they important?

### STEP 3 (max 10 min)

One member of each group presents their results to the class.



# Relevance of the activity to the theme

This activity develops a discussion regarding the importance of the rules in order to live together in peace in a society.

## Expected results

Children learn to:

- 🧑 Think about the need of rules;
- 🧑 Understand the consequences of breaking the rules.

## Wrap-up

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

### Reaction

The teacher lets the pupils sit in pairs and uses the strategy think-pair-share, where the pupils start by thinking by themselves in approximately 2 minutes about questions such as:

- 🧑 What is the most important thing I have learned?
- 🧑 I want to learn more about....
- 🧑 What most puzzled me was....

After that the pupils in pairs share their answers and thoughts among each other for approximately 3 minutes. The session

ends with a common discussion of about 5 minutes led by the teacher, who can reformulate the questions above. The teacher is the time holder.

### Review

First, the teacher may go over the whole module, remind significant facts that occurred during the learning process, reformulate important learnings, relate the pupils' experiences and discussions, etc. It can lead to a dialogue in the class about what is important to keep in mind, to learn or to train in relation with morality.

The teacher may stimulate the debate with the following questions:

- ✎ Why do we need rules?
- ✎ What is their role?
- ✎ What are the consequences of breaking the rules?
- ✎ Are the rules for everybody?
- ✎ Why is it important to have sanctions in case the rules are broken?
- ✎ What rules do we have in our schools?

Meanwhile, the teacher goes back to the poster with the post-its the pupils wrote in the beginning of the module. The teacher writes down the pupils' review on the poster, relating to what they have learned about morality. Then, she/he reads aloud the contents of the poster. Firstly, how the pupils defined morality and secondly, their main learnings after the module. Thus, now the class have their own

poster defining morality and their findings about morality.

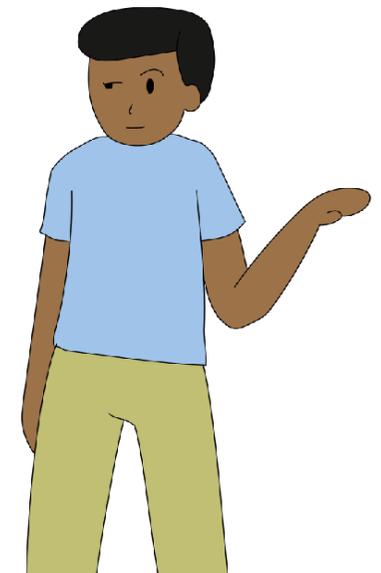
The overall time for the review phase should not last longer than 10 minutes.

## Conclusion

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes.

The teacher can conclude explaining that without the existence of clear and well-defined rules, many activities could not be carried out at all. The rules are enabling conditions for continuous implementations of the activities and fair treatment of all participants in the activities. The rules may be different for different types of participants in one activity, however there must be rules that will apply to all who participate in an action. A variety of reasons can be found to violate the rules and therefore there must be sanctions for their failure.

The teacher will also be able address aspects of morality that the pupils have not mentioned, or notice it down and focus on these aspects on a future occasion.



# Evaluation

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

Let the pupils circle in the class. Each student can choose one and give a comment about his/her evaluation of the module if he/she wants to.

Print the smileys in different moods:



YES



I am not sure

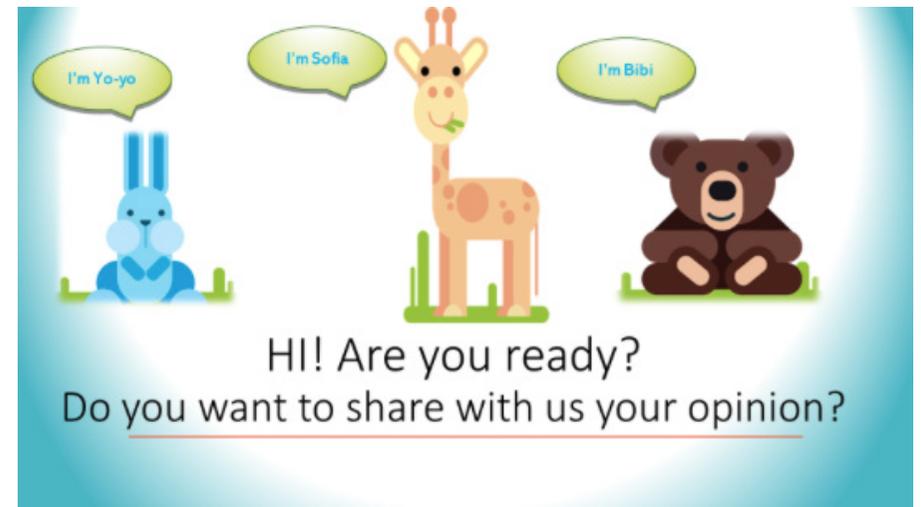


Not at all



# ADDITIONAL RESOURCES

## ACTIVITY 2 - SLIDES





## ACTIVITY 2 - STORY OF KING 33

(translated by La favola del re Trentatrè di Claudio Imprudente)



Once upon a time there was a king called Thirty-three.

One day Thirty-three thought that a king must be fair with everyone.

He called Sberleffo, the court jester: "I want to be a fair king - said Thirty-three to his jester - so I will be different from the other kings and I will be a good one".

"Great idea His Majesty " - answers Sberleffo with a sneer. Pleased for the approval, the king dismissed him.

"In my kingdom - thought the king - everyone has to be equal and treated in the same way".

At that moment, Thirty-three decided to start equality in his royal palace.

He took the canary from the silver cage and gave him the flight out of the window: the canary thanks him and disappeared happily into the sky.

Satisfied with the decision made, Thirty-three grabbed the goldfish in the crystal tank and did the same thing he did with the canary, but the poor fish fell on deaf ears and died.

The king astonished thought: "Worse for him, maybe he did not like justice".

He called his jester to discuss the fact. Sberleffo listened to the story with much respect and suggest him to change tactic.

Therefore, Thirty-three took the trout from the fountain of his garden and threw them into the river: the trout leap out happily.

Then he took the blackbird from the golden cage and dived him into the river, but this time the blackbird died.

"Stupid blackbird - thought Thirty-three - he did not like equality". And he called Sberleffo again to ask him for advice.

"Well!" -shouted angrily the king - "How will I treat everyone the same?"

"His Majesty - said Sberleffo - in order to treat everyone in the same way first of all it is necessary to recognize that everyone is different from the others. Justice is not giving the same thing to everyone but give each one what they need".

HERE COMES THE ARISTOTELE WITH HIS CLAIM:



IN THE SAME WAY AS PEOPLE, WHEN THEY REACH THEIR FULL DEVELOPMENT, THE BEST OF ALL CREATURES, WITHOUT LAW AND JUSTICE IS WORST OF ALL...

HERE COMES THE CONFUCIUS WITH HIS CLAIM:

KINDNESS RETORT WITH  
KINDNESS, BUT EVIL  
RETORT WITH JUSTICE.



## ACTIVITY 3 - CARDS



## RULES TO RESPECT WHILE PLAYING IN PLAYGROUND OR PARKS



## RULES TO RESPECT WHEN WALKING DOWN THE STREET



## RULES TO RESPECT DURING A TRIP



## RULES TO RESPECT WHILE YOU ARE AT THE LIBRARY



## DOCUMENTS



Eurydice Brief Citizenship Education at School in Europe 2017 - Authors EACEA: Isabelle De Coster Emmanuel Sigalas With the contribution of Sogol Noorani and Elin McCallum (external expert)

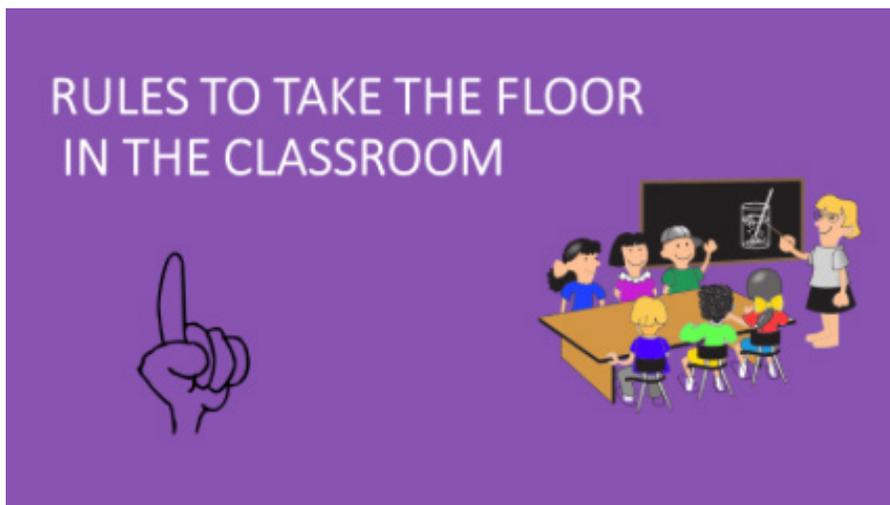
Layout and graphics: Patrice Brel - EC-04-18-086-EN-C (paper) EC-04-18-086-EN-N (PDF) ISBN 978-92-9492-708-8 (paper) ISBN 978-92-9492-709-5 (PDF) doi:10.2797/818387 (paper) doi:10.2797/778483 (PDF) © Education, Audiovisual and Culture Executive Agency, 2018

Manuale per insegnare nella diversità Guida pratica, con strumenti, metodi e migliori esperienze, per insegnare A cura di: Zora Popova, Roberta Medda-Windischer, Marta Jiménez-Rosano, Cor van derMeer, ViktoriaMatovskaya, MarlousVisser, HeshaniJayaratne ISBN: 978-88-98857-45-6 2018

You can find suitable examples (in English) on moral dilemmas in school-age children at: <https://prezi.com/tklf4b5r-kukp/moral-dilemmas-in-school-age-children/>

More information and examples (in French) for implementing the activities are available at: <http://www.entre-vues.net/wp-content/uploads/2018/05/110-le-on-pour-le-secondair-1.pdf>

You can find the teacher manual of the original game at: [http://www.ethics-education.eu/tools/Justice\\_9\\_11\\_TeacherManual\\_WhatIsJustice\\_EN.pdf](http://www.ethics-education.eu/tools/Justice_9_11_TeacherManual_WhatIsJustice_EN.pdf)



# SELF - CONTROL

## Curriculum

Self-control allows us to control our impulses and better progress towards our personal goals while respecting others. Learning self-control starts from childhood through the development of emotional and social skills: understanding and control of emotions, resistance to temptation, tolerance to frustration, perseverance. Practice and experience make it possible to develop self-control. When faced with difficult situations, it is important to learn to take a step back and control our aggression. Self-control learning is facilitated by a caring environment and requires the support of teachers and parents. Generally, better overall results are achieved by adopting a cooperative attitude rather than a competitive or individualistic one.



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# Introduction

Self-control is our ability to control our thoughts and desires. It can be expressed in several ways, such as ability to concentrate, self-discipline or will power.

There are three categories of self-control: Inhibition control (“I better not”), which refers to not doing something that you want to do.

Activation control (“I will”), which refers to doing something that you actually do not want to do.

Grit, which refers to the ability to work towards long-term goals and dreams, e.g. an education.

Self-control has most likely been developed to inhibit primitive instincts, as human societies advanced. Thus, self-control is a competence that we can train. Research shows that self-control and intelligence are two fundamental competences in relation to how people manage in job situations, family, lifestyle disease, sports, criminality rate, etc. Often, these factors are related to the notion of “leading a good life”.

Some studies also show that if children have learned self-control before the age of 6, they will manage better in their lives. It is important that adults help children train their self-control. It requires self-control to go to school, follow the class, co-operate with friends, do homework, comply with rules, and later in life to complete an education, go to work and

deal with many other challenges. The primary school today has more self-determination, options and technology, which places greater demands on the individual child’s level of self-control. Intelligence will always be a good prerequisite for success, but the psychologist Rune Kappel has noticed that the requirements of school children increasingly involve self-control. Previous school generations primarily used their intelligence when solving school assignments, but today the didactical approaches focus on differentiated learning, creativity and curiosity, active participation, critical thinking and learning by playing, these are learning perspectives that demand a great level of self-control.

Today, people face a huge amount of choices on a daily basis, which is exhausting. This simply puts a strain on our self-control. However, if the “depot” of self-control is gradually emptied, which may lie beyond our awareness, it can be re-filled in many ways. Sleep, pauses, relaxation, a good laugh, meals and spare time are obvious means. Meditation, hikes and practical tasks that a person likes to take part in are other ways to recharge ones batteries.

Teaching and training children and adolescents in self-control is a powerful weapon when it comes to prevention of violent radicalization. Indeed, children who possess a high amount of self-control have the opportunity to regulate themselves without external control. However, self-control cannot stand alone in the prevention of radicalization. It is combined with an individual’s moral filter and understanding of “right” and “wrong” actions, social relations, openness towards people’s diversity and different point of views, and the ability to be reflective and critical towards the in-

formation on online medias. If the children and adolescents train such values and skills, they should be better equipped to avoid radicalized environments.

## Main objectives

The content and material proposed in the curriculum (and thus in this training module on “self-control”), as well as the board game, intends to provide to teachers and educators a ready-to-use set of instructions and instruments that will guide in a coherent way education towards prevention of radicalization.

The 5 themes of the curriculum (morality, self-control, inclusion and diversity, critical thinking, prevention of radicalization) are important ingredients of an inclusive society. They should be internalized at an early stage of individual self-development. Stronger Together proposes a method to teach them in a coherent and adapted way (see additional info in the Handbook).

More particularly, this module will introduce the pupils to self-control as a competence they already possess and can train. It will focus on creating a dialogue about self-control that:

- ☞ Activate the pupils’ reflections about their own self-control, and make them able to relate (the lack of) self-control to certain actions;
- ☞ Provide knowledge and activities that can inspire the pupils in their educational and personal development;

- ☞ Include practical activities on how the pupils can train their self-control;
- ☞ Give the pupils insight into the fact that the self-control “depot” needs to be refilled and give different suggestions to how this can be done.

## Instructions

During the module, the pupils will be introduced to self-control through dialogues, discussions, and self-reflections about the theme. It will give the pupils insight into what self-control is, how it can influence people’s behavior, to which extend the pupils possess self-control, why it is important to train self-control and how they can train it.

The module is built up around the following structure:

- ☞ Introduction
- ☞ Activities
- ☞ Wrap up and evaluation

The module begins with a short introduction to the theme: self-control, where the pupils through dialogue develop a poster on their understanding and definition of self-control. The teacher needs an A3 paper and post-its for the introduction.

Thereafter, the teacher can choose the activities that she/he will try with the class. The activities vary in complexity, grade of target group (4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> grade), and the subtopics of self-control. Finally, the class will conclude the

module, focusing on what they have learned from the activities in relation to their comprehension of self-control.

The introduction to the theme will take its point of departure in the pupils' own knowledge on the subject, and will be based on dialogues. Key words from the pupils' dialogues and discussions will be written on post-its and added to a poster. The teacher will lead the pupils through the different dialogues and add knowledge to the discussions, when needed.

The teacher explains that today's topic is Self-control. If needed (depending on the age), the teacher can introduce the theme in two minutes, by referring to the key message and objectives (above) and explaining them to the class, linking with the proposed activities (below).

The teacher then puts up a poster (A3 or bigger) or uses the blackboard, and writes the theme of the module Self-control on the top of the paper. The teacher hands out post-its and asks the pupils in pairs (the ones sitting next to each-other) to reflect about the question: What is self-control for you? They have two minutes to discuss the question. The pupils write keywords down during their talk. Thereafter, the teacher asks them to turn to the pairs sitting next to them (so they now are four) and discuss their definitions, and write new keywords down, if any emerge. The pupils have one other minutes to this. Then, the teacher will open up for a class discussion of ten minutes, based on their conversations and ask: What is self-control thinking for you? While the pupils present their understanding of the theme, keywords are added to the poster. The teacher moderates actively in the discussion, comes with inputs which raise the quality of

the discussion and invite the pupils to reflect further on the topic.

The teacher's inputs and reflection can be based on the introduction and the overall context for the theme. I.e. the teacher can relate to the definition of self-control as our ability to control our thoughts and desires, and three categories of self-control:

- ☞ Inhibition control ("I better not"), which refers to not doing something that you want to do.
- ☞ Activation control ("I will"), which refers to doing something that you actually do not want to do.
- ☞ Grit, which refers to the ability to work towards long-term goals and dreams, e.g. an education.

## Educational advice and guidance

The module takes its point of departure in dialogue-based education that aims to invite the pupils to explore self-control with curiosity and openness. The dialogues are supposed to create engagement and reflections on an individual and group level as it is based on the pupils' thoughts about and experiences of self-control. The teacher is the moderator of the dialogues, it is her/his task to lead the pupils through the dialogues, listen carefully to their reflections, encourage them, and keep in mind the next steps. The module is divided into an introduction, activities, and wrap up & evaluation, and has a detailed description with questions as well as various activities to spark the discussions. It intends to help the teacher moderating the dialogues and activities.

# ACTIVITY 1

## Physical reflection

4<sup>th</sup> grade



35 min.



A4 paper and pencils  
for all pupils in class



Classroom

## Instructions

The teacher gives all pupils a blank A4 paper. He/she asks the pupils to make a line, and asks the pupils to write: “Possess a lot of self-control” at one end of the line and “Possess little self-control” at the other end of the line, like this:

Possess little self-control      Possess a lot of self-control

The teacher asks the pupils reflect individually upon the following question: *Who has most self-control in your family, who has the least self-control and why?*

The pupil indicates with a mark and name, where his or her family members, including themselves, are placed on the line.

## Instructions

The teacher asks the pupils to stand up and form a physical line. One end of the line represents a low level of self-control and the other end of the line represents a high level of self-control. The pupils have to place themselves in the line based on their level of self-control today. The pupils have to be able to give reasons for their placement in the line. The teacher foresees that the pupils find a spot in a calm manner and that the pupils with less self-control do not feel exposed. This can be done by congratulating the pupils that are able to admit that they may have a low level of self-control, and by letting the pupils know that self-control is something that can be trained, and therefore, the line might look different in a couple of years.

When the pupils have made the first line, the teacher says that this is the current snapshot of how the pupils see their self-control today, but self-control can shift depending on the situation, how will the line look, if the headline is: level of self-control when waiting in a queue? The pupils move positions. Who has most self-control, when it comes to not speaking before the teacher asks you? The pupils move positions again. And who has most self-control, when they set themselves a goal (e.g. to save money for a month to buy something)? The pupils move positions again. The teacher can add other questions.

The pupils are asked to sit down again, and the teacher wraps up by discussing how many changed positions and why they did so, and who stayed at the same position and why.

The teacher asks the pupils what the consequences of having low self-control are? How do they react, when they in a situation have low self-control? What is the problem with this behaviour? Why is it important to train it? What are the benefits of developing self-control?

The teacher writes the pupils' statements on the black/white board (divided into problems/reactions/solutions related to self-control, and important features of self-control).

## Relevance of the activity to the theme

This activity is relevant to the theme of self-control, as it invites the pupils and their classmates to reflect upon their level of self-control in different situations. The activity is intended to give the pupils a better understanding of the concept of self-control, to make them reflect about their own self-control and how/when they experiment it in their daily (school) life. The pupils will learn that self-control can be trained, and it is recommended that the teacher try out an activity to show how.

## Expected results

This activity trains the pupils in the first point of the module's objectives:

- ☞ Activate the pupils' reflections about their own self-control, and make them able to relate (the lack of) self-control to certain actions.

The pupils are expected to gain a better understanding of what self-control is and to become aware of their own level of self-control, and how it can differ in various situations. By the end of the activity, the pupils will also know that self-control is not a static competence, but one they can train and develop throughout their life. The pupils have discussed why self-control is important, especially by discussing the consequences of possessing a low level of self-control (i.e. violent behavior, cheating, being unfocused, being unkind, lower judgement etc.).

## Comments

It is relevant to combine this reflective activity with an activity, where the pupils actively train self-control (see here-under).



# ACTIVITY 2

## The Stroop test

5<sup>th</sup> grade

30 min.



A computer and a projector/smart board to present a PowerPoint slide.



Classroom

## Instructions

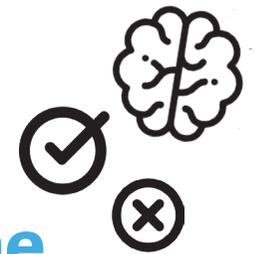
The stroop test is an exercise where words of colours are shown in different colours on a powerpoint slide. Like this:

Blue	Red	Green	Black
Green	Red	Blue	Black
Black	Blue	Green	Red
Green	Green	Black	Blue

## Instructions

On the top row, the words (blue, red, green and black) correspond with the colour the words have. In the next rows they do not, and it gets tricky. The teacher points to a word, and the pupils say the colour of the word aloud all together. In the beginning, the word and colour will correspond, but then it is changing and the word of the colour and the colour of the word will be different. The pupils have to control their instinctive wish to read aloud the word instead of saying the color of word. This is harder than it seems. The teacher gets faster and faster to shift between the words.

After the activity, they discuss whether it was difficult, fun, a challenge and why? The pupils and the teacher will discuss the implications of controlling one's impulses (pros and cons), and in which contexts it can be useful.



## Relevance of the activity to the theme

This activity focuses on training the pupils' ability to control their impulses. It can be linked to the category of self-control called the inhibition control ("I better not"), which refers to not doing something that you want to do.

The advantages of this activity are a simple and fun way to draw attention to impulses and a way to train them.

## Expected results

The Stroop test is expected to:

- ☞ Activate the pupils' reflections about their own self-control, and make them able to relate (the lack of) self-control to certain actions.
- ☞ Provide knowledge and activities that can inspire the pupils in their own educational and personal development.
- ☞ Include practical activities on how the pupils can train their self-control.

The Stroop test is supposed to give the pupils a practical experience of what self-control can be and how they can train it. This activity is especially supposed to make the pupils aware of the difficulties of controlling one's impulses, and lead to a discussion on why it can be useful to control one's impulses in some context, and when they are doing it in their daily life.

## Comments

Through a dialogue, the teacher will discuss the implications of controlling one's impulses, and in which contexts it can be useful.



# ACTIVITY 3

## Showing a fun video

6<sup>th</sup> grade



45 min.



A smartboard, a computer/laptop and an exercise (the teacher chooses the subject of the exercise, it can be calculations or crosswords, etc.)



Classroom

## Instructions

The teacher introduces the pupils to a test of self-control, and he/she divides the class into 4 groups of 5-7 pupils (1/4 of the pupils in the class). When the groups are created the teacher introduces them to the activity. The groups will in turns face the screen and turn their backs against the screen. The pupils who face the screen are allowed to relax, while the pupils with the back to the screen have to solve an exercise and are not allowed to turn their face to the screen before the teacher tells them to. The teacher hands out the exercises to all pupils.

## Instructions

Thereafter, he/she picks the first group to start watching the video and he/she plays the video i.e. one of Mr Bean's shows (<https://www.youtube.com/watch?v=DF-IBkievNw>). The pupils with their backs against the screen are instructed not to look at the screen at any moment, while they solve the exercise the teacher has given them. Throughout the video, the teacher stops and asks a new group to turn their face towards the screen, while the pupils who were watching the video, now turn their backs towards it. The teacher makes sure to come around all groups before the video ends. As the pupils, who can see the screen, begin to laugh, the activity gets more and more difficult. After the video, the pupils and the teacher discuss why it was difficult, whether it took the pupils great effort not to look at the screen, and how much they completed of the exercise.

The activity can engage a discussion about some of the challenges in today's society, where there are a lot of things that can distract us from the things we were doing or wanted to do. If you can focus your attention and are not easy to distract, you can work more efficiently with i.e. homework.

## Relevance of the activity to the theme

This activity focuses on training the pupils' ability to control and adjust their desires and to solve a task, while concentrating on not watching the video, and invites the pupils to discuss in which situations this kind of self-control is useful.

It can be linked to the category of Inhibition control ("I better

not"), which refers to not doing something that you want to do.

Thus, this activity trains the pupils' ability to concentrate and resist other temptations in order to complete the activity.

## Expected results

The activity complies with the following objectives of the module:

- ☞ Activate the pupils' reflections about their own self-control, and make them able to relate (the lack of) self-control to certain actions.
- ☞ Provide knowledge and activities that can inspire the pupils in their own educational and personal development.
- ☞ Include practical activities on how the pupils can train their self-control.

The pupils get a practical experience of what self-control can be, and how they can train it.

## Comments

It is important that the teacher makes it clear to the class that it is a training activity and makes sure that everybody understand the terms, and that the teacher makes sure that all groups watch the video in their turn. The teacher must ensure that there is time to discuss the pupils' experiences of the activity (see description).

## Wrap-up

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

### Reaction

The teacher lets the pupils sit in pairs and uses the strategy think-pair-share, where the pupils start by thinking by themselves in approximately 2 minutes about questions such as:

- ☞ What is the most important thing I have learned?
- ☞ I want to learn more about....
- ☞ What most puzzled me was....

After that the pupils in pairs share their answers and thoughts among each other for approximately 3 minutes. The session ends with a common discussion of about 5 minutes led by the teacher, who can reformulate the questions above. The teacher is the time holder.

### Review

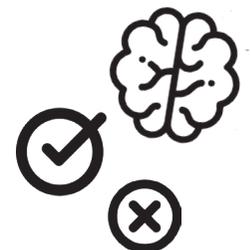
First, the teacher may go over the whole module, remind significant facts that occurred during the learning process, reformulate important learnings, relate the pupils' experiences and discussions, etc. It can lead to a dialogue in the class about what is important to keep in mind, to learn or to train in relation with self-control. The teacher may stimulate the debate with the following questions:

- ☞ What is a good behavior in the class?

- ☞ What do you need to master when you are in the class, and why do you have to be good at this?
- ☞ What was it you had to control during the activities (impulses, desires, endurance, etc.)?
- ☞ In what way are the activities useful to train self-control?
- ☞ How can you train self-control in your daily life and why is it important to do so?
- ☞ What are the strengths and weaknesses of your own self-control?
- ☞ How can/do you use self-control in your daily life?

Meanwhile, the teacher goes back to the poster with the post-its the pupils wrote in the beginning of the module. The teacher writes down the pupils' review on the poster, relating to what they have learned about self-control. Then, she/he reads aloud the contents of the poster. Firstly, how the pupils defined self-control and secondly, their main learnings after the module. Thus, now the class have their own poster defining self-control and their findings about self-control.

The overall time for the review phase should not last longer than 10 minutes.



## Conclusion

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes. The teacher will also be able address aspects of self-control that the pupils have not mentioned, or notice it down and focus on these aspects on a future occasion.

## Evaluation

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

Let the pupils circle in the class. Each student can choose one and give a comment about his/her evaluation of the module if he/she wants to.

Print the smileys in different moods:



YES



I am not sure



Not at all

## ADDITIONAL RESOURCES DOCUMENTS

Baumeister, R.F. & Tierney, John. 2011.

Will power- Rediscovering the Greatest Human Strength.  
The Penguin Press, New York.

Hernstein, R. J.& Murray, C. 2010.

The Bell-Curve: Intelligence and Class Structure in American Life. Free Press

Mc Gonigal, Kelly. 2011.

The Willpower Instinct: How Self-Control Works, Why It Matters, and What You Can Do to Get More of It. Avery.



# INCLUSION & DIVERSITY

## Curriculum

Our societies are mixed and open to diversity, this is part of our shared values. In our history, attempts at ethnic and religious cleansing have caused much misery. Living together with our differences is more of an opportunity than a threat. Learning to live together requires adopting a positive attitude and developing specific skills: openness, dialogue, respect, solidarity, responsibility. Beyond our differences, which enrich each other, we are all human beings with common foundations: need of recognition, love, respect, friendship, that is what unites us.



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# Introduction

By promoting the subject of inclusion and diversity, we are aiming to improve the cohesion of our democratic society. Yet we are confronted i.e. in schools with negative phenomena like prejudice and discrimination. Teachers should address this topic and make it possible for the students to discuss it. Teachers can address on one hand the individual and its prejudices and work for example on identity issues. On the other hand, the power structures of our society underneath the prejudices are important. Thus it is worth to pay attention to discrimination mechanisms, i.e. in the treatment of minorities.

So there is a double strategy, promoting diversity and at the same time dealing with the factors that might hinder a cohesive society.

## Main objectives

The content and material proposed in the curriculum (and thus in this training module on “inclusion and diversity”), as well as the board game, intends to provide to teachers and educators a ready-to-use set of instructions and instruments that will guide in a coherent way education towards prevention of radicalization.

The 5 themes of the curriculum (morality, self-control, inclusion and diversity, critical thinking, prevention of radicalization) are important ingredients of an inclusive society. They should be internalized at an early stage of individual self-development. Stronger Together proposes a method

to teach them in a coherent and adapted way (see additional info in the Handbook).

More particularly, for this module on “inclusion and diversity”, the main objectives are:

Being aware of the own identity; the own identity plays an important role in individual life as it helps to hold the responsibility for one’s acts and behavior under any circumstances.



Being aware of diversity and prejudices; diversity consciousness helps to recognize that communities, workplaces, societies, etc., are becoming more diverse. Being aware of prejudices can help to recognize and fight stereotypes.

Getting active for diversity and inclusion: by learning about opportunities for active involvement towards diversity and inclusion, the pupils get empowered to create own activities in their respective environment.



Diversity stands for a positive view of the phenomenon of personal diversity. It is described by differences and similarities between people - these are becoming more and more important in societies and organizations. Six primary dimensions of diversity are referred to as core dimensions: age, disability, ethnic origin, gender, sexual orientation, and religion or belief.

The concept of inclusion refers to an appreciative and constructive inclusion of all diversities within an organization or community. The structural and social conditions should be designed in a way that they can be developed and unfolded in the best possible way.

## Instructions

The introduction to the theme will take its point of departure in the pupils own knowledge on the subject, and will be based on dialogues. Key words from the pupils' dialogues and discussions will be written on post-its and added to a poster. The teacher will lead the pupils through the different dialogues and add knowledge to the discussions, when needed.

The teacher explains that today's topic is Inclusion & Diversity. If needed (depending on the age), the teacher can introduce the theme in two minutes, by referring to the key message and objectives (above) and explaining them to the class, linking with the proposed activities (below).

The teacher then puts up a poster (A3 or bigger) or uses the blackboard, and writes the theme of the module Inclusion & Diversity on the top of the paper. The teacher hands out post-its and asks the pupils in pairs (the ones sitting next to each-other) to reflect about the question:

🐾 What is inclusion & diversity for you?

They have two minutes to discuss the question. The pupils write keywords down during their talk. Thereafter, the teacher asks them to turn to the pairs sitting next to them (so they now are four) and discuss their definitions, and write new keywords down, if any emerge. The pupils have one other minutes to this. Then, the teacher will open up for a class discussion of ten minutes, based on their conversations and ask:

🐾 What is inclusion & diversity for you?

While the pupils present their understanding of the theme, keywords are added to the poster. The teacher moderates actively in the discussion, comes with inputs which raise the quality of the discussion and invite the pupils to reflect further on the topic.

## Educational advice and guidance

The learning methods are included into the description of the activity.

# ACTIVITY 1

## That's how I want to be called

4<sup>th</sup> grade



Worksheet: That's how I want to be called

My Name: I like my name because ..... (i.e. it is the name of my uncle, it sounds cool, it is short.)

I would like have a different name! If yes, which one and why? (Here the pupils who do not like their names have the possibility to think of a new name and therefore add a positive element to their identity.)

I have a nickname and it is ..... (Nicknames can be nice or mean. Here the pupil can choose if he/she wants to address the negative side of nicknames.)

That's how I want to be called ..... (This question gives the pupils the opportunity to express how they want to be called by their classmates. It can be the real name, a new name, a description (i.e. smart girl) or a nickname.)

I don't want to hear that ever again! (This question gives the pupils the opportunity to express how they do not want to be called i.e. abusive names or wrong pronunciation.)

The students get together in couples and discuss in intimate atmosphere their answers. The class comes together and students can share if they want statements from the worksheet. i.e. "that's how I want to be called".



45 min.



Worksheet "That's how I want to be called" (template in Additional resources), space for working in couples and groups.



Classroom

## Instructions

The name is an important part of our identity. By talking about their name and looking at it from different angles the pupils explore their identity.

Each student gets the worksheet with the following statements and is asked to fill it in. Here are some comments and examples for answers.

Reaction and review

Questions for discussion:

- 👤 How did you like the activity?
- 👤 Did you hear something new?
- 👤 How does it feel if kids do mean things with names?
- 👤 What can we do to stop this?

## Relevance of the activity to the theme

The activity refers to all three objectives of the module, self-awareness, being aware of the own identity, being aware of diversity and prejudice, getting active for diversity and engage in intercultural inclusion.

## Expected results

Creating a strong sense of self identity, strengthening of self-confidence and connection to one's name. Raising awareness for discrimination. Improve cooperation on class. Fostering mutual cooperation based on respect and understanding.

## Comments

The activity is an introduction to the themes of the module. It depends on the teacher how "deep" he/she will go into discussion difficult, controversial subjects.



# ACTIVITY 2

## Identity molecule

5<sup>th</sup> grade



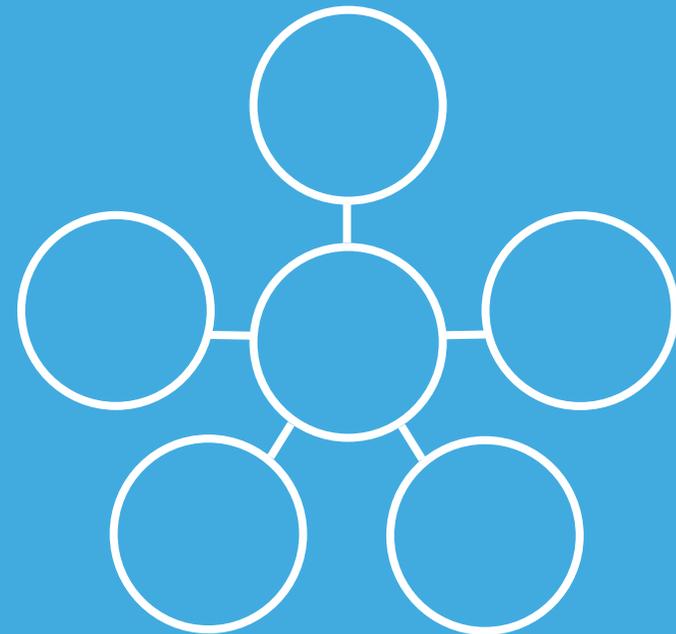
45 min.



Worksheet "identity molecule", flipchart/board, space for group discussion



Classroom



# Instructions

STEP 1. Single work with working sheet:

Each student gets the working sheet and is asked to fill it in - templates in Additional resources. They should write their names in the middle circle. Then they should write groups they belong to in the other circles. The teacher can give examples of groups he/she belongs to i.e. group of teachers, group of bicycle riders, group of people who wear eye glasses, group of people who like to listen to music, group of fathers/mothers, group of people who have a cold today, group of people who have siblings. He/she should say that one can add more groups (circles) or fill in only 3 instead of 5 circles.

STEP 2. Group discussion:

The students get together in small circles (3-4) with their neighbours. At the end of the exercise, one pupil per circle makes a list and collects all the different groups (without the names) which were given by the pupils. He/she hands it to the teacher. Meanwhile the others discuss the questions of the work sheet. While the students discuss, the teacher prepares a list with the different groups which were given to him/her and writes them on the flipchart/board. When the discussion time is over he/she introduces the stand-up exercise.

STEP 3. Stand up exercise:

The teacher explains that one should stand up when one feels he/she belongs to the group. Then the teacher reads

slowly aloud the different groups, one after the other. The students should not talk, just stand up, look around who is also standing and sit down again. Then the teacher continues with reaction and review.

## Relevance of the activity to the theme

The activity refers to all the objective of the module, being aware of the own identity, being aware of diversity and prejudice and getting active for diversity and inclusion.

## Expected results

Reflection of one's identity, seeing similarities and differences in groups, reflection on belonging to different groups.



## Comments

The teacher could emphasize that the named groups are only a snapshot in time to avoid putting pressure on students.

### Reaction & review

After the standup exercise the student discuss in plenum some or all of the following questions:

-  Did somebody experience something new or surprising about him/herself?
-  How did it feel to be part of a bigger group standing up?
-  How did it feel to be alone or part of a small group standing up?
-  What could we do to make everybody relaxed and proud to stand up?



# ACTIVITY 3

## The lemon country

6<sup>th</sup> grade



120 min.



One lemon for each group & flipchart/board. One additional fruit for each group & space for group discussion.



Classroom

## Instructions

In the first part the pupils are collecting general features of lemons with the whole class. Small groups get one lemon each and are asked to find special characteristics of their lemon to be able to identify it. They give a name and a biography to the lemon.

In the second part this “personalized” lemon is confronted with other fruits with certain reputations. The small group should decide, how they deal with foreign fruits in the lemon country.

## PART 1:

The teacher puts all the lemons on a table, so all can see them. He/she asks for features of lemons (yellow, sour, round etc.) and writes it on the board.

The groups are divided and each chooses a lemon from the table and takes it.

The groups are asked to look for characteristics of “their” lemon, so that they could recognize it. They should give a name and a history to it (i.e. how did it come to the group). It is not allowed to change i.e. paint on the lemon.

After a short time, each group tells the story of their lemon (i.e. this is Citronella, she came from Italy to Vejle. She traveled by truck together with other lemons...).

Afterwards the teacher collects all the lemons and puts them on the table again. From each group one person is chosen to go to the table and identify their lemon. Usually it is very easy for the groups to identify “their” lemon.

The teacher continues with discussion.

## Reaction &amp; review

Questions for discussion:

- 👤 How did the groups identify their lemon?
- 👤 Why was it so easy?
- 👤 Have you had a first impression on a person which changed after you knew him/her better?
- 👤 Why can stereotypes hurt?

## PART 2:

Each group gets another fruit (apple, banana, kiwi, etc.). The kiwi comes new to the lemon land.

This time the group should not study the kiwi. They should decide, whether they would invite the newcomer to their lemon country.

The group is given a short time to come to a decision.

Then the groups discuss in plenum.

## Reaction &amp; review

Questions for discussion:

- 👤 What is your decision about letting the kiwi into your country?
- 👤 How far would you let the kiwi into your life?
- 👤 Could it be a friend?
- 👤 Would you invite it home?
- 👤 Have you ever been a kiwi in a lemon country?
- 👤 How do we make people feel welcomed?
- 👤 How do we make people feel unwelcomed?

## Relevance of the activity to the theme

The activity refers to all the objective of the module, being aware of the own identity, being aware of diversity and pre-judice and getting active for diversity and inclusion.

## Expected results

Reflection on generalization as a way to structure reality and stereotypes. Understand the connection between stereotype, prejudice and discrimination.

## Comments

Instead of using a second fruit in part 2 the teacher could give stories with statements to the groups like “the kiwi invites your lemon home for dinner. It is so difficult to talk to the kiwis and their food tastes strange. What will you do?”

## Wrap-up

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

### REACTION

The teacher lets the pupils sit in pairs and uses the strategy think-pair-share, where the pupils start by thinking by themselves in approximately 2 minutes about questions such as:

- 👤 What is the most important thing I have learned?
- 👤 I want to learn more about....
- 👤 What most puzzled me was....

After that the pupils in pairs share their answers and thoughts among each other for approximately 3 minutes. The session ends with a common discussion of about 5 minutes led by the teacher, who can reformulate the questions above. The

teacher is the time holder.

### REVIEW

First, the teacher may go over the whole module, remind significant facts that occurred during the learning process, reformulate important learnings, relate the pupils’ experiences and discussions, etc. It can lead to a dialogue in the class about what is important to keep in mind, to learn or to train in relation with inclusion & diversity.

Meanwhile, the teacher goes back to the poster with the post-its the pupils wrote in the beginning of the module. The teacher writes down the pupils’ review on the poster, relating to what they have learned about inclusion & diversity. Then, she/he reads aloud the contents of the poster. Firstly, how the pupils defined inclusion & diversity and secondly, their main learnings after the module. Thus, now the class have their own poster defining inclusion & diversity and their findings about inclusion & diversity.

The overall time for the review phase should not last longer than 10 minutes.

## Conclusion

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes.

The teacher will also be able address aspects of inclusion & diversity that the pupils have not mentioned, or notice it down and focus on these aspects on a future occasion.

## Evaluation

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

Let the pupils circle in the class. Each student can choose one and give a comment about his/her evaluation of the module if he/she wants to.

Print the smileys in different moods:



YES



I am not sure



Not at all

## ADDITIONAL RESOURCES

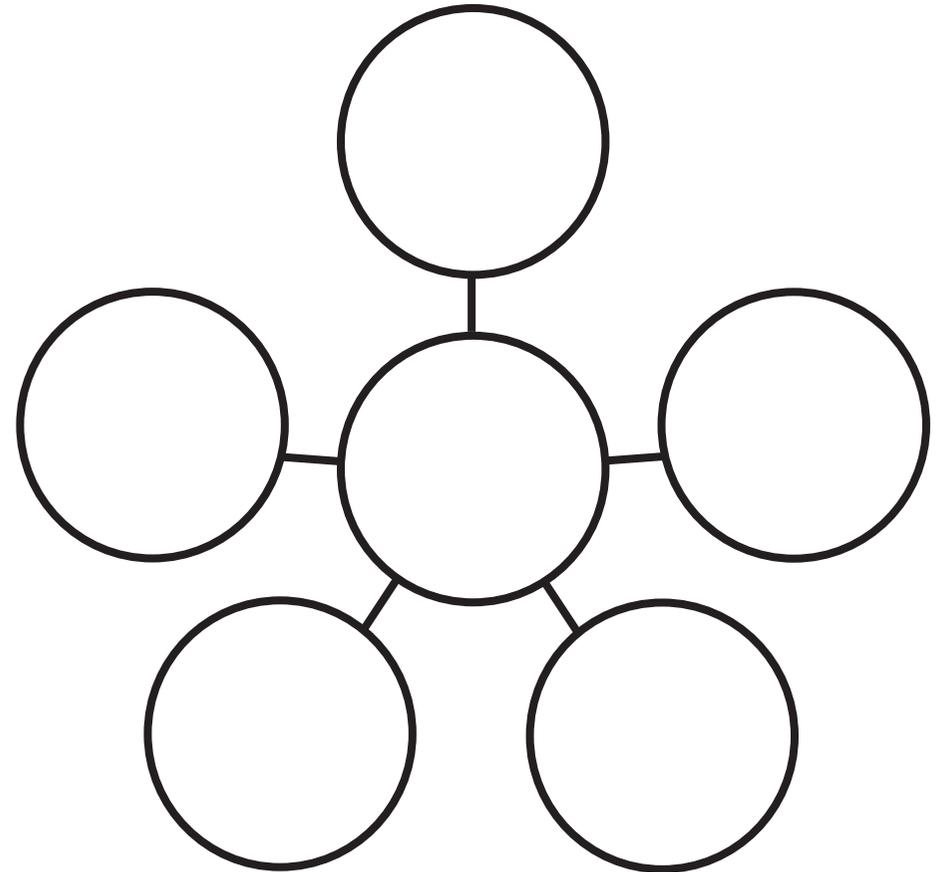
### ACTIVITY 1 - THAT'S HOW I WANT TO BE CALLED

1. My Name:
2. I like my name because.....
3. I would like have a different name! If yes, which one and why?
4. I have a nickname and it is.....
5. That's how I want to be called.....
6. I don't want to hear that ever again!

## ACTIVITY 2 - IDENTITY MOLECULE

PART 1 (SINGLE WORK):

Please write your name on the central circle. On the other circles write five groups you belong to and identify with.



PART 2 (GROUP WORK):

Mark the group you feel the most related to at the moment.

# CRITICAL THINKING

## Curriculum

Critical thinking enables us to build an informed opinion in order to be able to choose and act accordingly, while respecting others. It is first of all a question of attitude: open-mindedness, curiosity, prudence, lucidity, autonomy, objectivity. It is also necessary to develop skills, such as collecting, comparing and verifying information, as well as dialogue with others, in order to develop a personal opinion and be able to make it evolve. Internet, new media and new technologies make these learnings even more essential for kids. It is probably impossible to escape subjectivity and the absolute reality is probably elusive, but critical thinking makes it possible to maintain coherence between our identity and our values on the one hand and the world around us and the information received on the other hand. Positioning helps us to grow and find our place in society.



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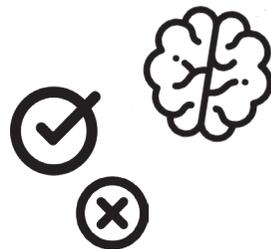
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## Introduction

It is part of the school mission to support the pupil to become socially and democratically responsive citizen who can and want to understand and influence their environment in a constructive direction. The pupils need to train not only on factual knowledge and reasoning, but also on self-control, morality, inclusion and above all critical thinking, due to access to a variety of information channels in today's society.

An early introduction to ICT (information and communication technology) should go hand in hand with an introduction to critical thinking. Otherwise, there is a risk that the young generation grows up with careless media consumption. They can become technically proficient, but lacking the ability to, for example, distinguish between a professional journalistic article and a fake news.

The students should be trained to navigate smartly in a complex reality with a large information flow and a fast pace of (technological) changes. It is also necessary that the students develop their ability to critically examine facts and contexts and be aware of the consequences of their interactions with others, in the virtual or in the real world.



## Main objectives

The content and material proposed in the curriculum (and thus in this training module on "critical thinking"), as well as the board game, intends to provide to teachers and educators a ready-to-use set of instructions and instruments that will guide in a coherent way education towards prevention of radicalization.

The 5 themes of the curriculum (morality, self-control, inclusion and diversity, critical thinking, prevention of radicalization) are important ingredients of an inclusive society. They should be internalized at an early stage of individual self-development. Stronger Together proposes a method to teach them in a coherent and adapted way (see additional info in the Handbook).

It is important to introduce the students to critical thinking because it is a key competence in our connected world where information flows are intensive, for better or for worse. This module will focus on creating a dialogue about critical thinking that:

Provides knowledge and training to inspire pupils in their own educational and personal development.

Includes practical activities on how the pupils can formulate source-critical questions and get aware of the diversity of opinions and values.



# Instructions

It is probably impossible to escape subjectivity and the absolute truth is probably elusive. Even notions as intangible as time or matter have been questioned by scientists like Einstein or quantum physicists. It is also well known that the judicial truth may diverge from the facts. So there might be as many truths as those who claim to hold it. In fact what we call truth is what we believe is true and the more we are to believe it, the easier it is to agree, which is very useful, but should not make us forget that our consensus is subjective.

Critical thinking makes it possible to maintain coherence between our identity and our values on the one hand and the world around us and the information received on the other hand. Positioning helps us to grow and find our place in society.

This module contains exercises to train pupils' critical thinking.



**Can they trust everything they see and hear around them?**



Pupils should be encouraged to take three approaches: critically review information, raise uncomfortable issues and raise doubts.

The introduction to the theme will take its point of departure in the pupils own knowledge on the subject, and will be based on dialogues. Key words from the pupils' dialogues and discussions will be written on post-its and added to a poster. The teacher will lead the pupils through the different dialogues and add knowledge to the discussions, when needed.

The teacher explains that today's topic is Critical Thinking. If needed (depending on the age), the teacher can introduce the theme in two minutes, by referring to the key message and objectives (above) and explaining them to the class, linking with the proposed activities (below).

The teacher then puts up a poster (A3 or bigger) or uses the blackboard, and writes the theme of the module Critical Thinking on the top of the paper. The teacher hands out post-its and asks the pupils in pairs (the ones sitting next to each-other) to reflect about the question: What is critical thinking for you? They have two minutes to discuss the question. The pupils write keywords down during their talk. Thereafter, the teacher asks them to turn to the pairs sitting next to them (so they now are four) and discuss their definitions, and write new keywords down, if any emerge. The pupils have one other minutes to this. Then, the teacher will open up for a class discussion of ten minutes, based on their conversations and ask: What is critical thinking for you? While the pupils present their understanding of the theme, keywords are added to the poster. The teacher moderates actively in the discussion, comes with inputs which raise the quality of the discussion and invite the pupils to reflect further on the topic.

# ACTIVITY 1

## What I see, what I hear

4<sup>th</sup> grade

30 - 40 min.

Pencils, a clipboard  
& white sheets

Classroom

In this exercise, pupils will experience how it can feel when they get information that they then have to restate. When we get information, we interpret it and try to put it in a context. What happens when we receive information that we cannot further investigate or have a dialogue about? Is our interpretation right?

This is an exercise about giving and receiving instructions. In practice, pupils will have to make a drawing of what their classmate describes, but without seeing the original image.

The one describing the picture needs to think about giving the information in the best order and as clearly as possible. But he/she is not allowed to name what it is, only say things like: "draw a circle or a square; add another line crossing the one you just drew, etc."

## Instructions

- A**
1. The teacher divides the pupils into pairs and they sit back to back.
  2. Pupil A has a blank sheet in his/her knees supported by a clipboard.
  3. The teacher distributes a sheet with an image drawn on it to the pupil B.
  4. Pupil B explains to his/her partner what to draw without naming the objects (a door, an eye, a wheel).
  5. After five minutes the teacher hands out a new image to Pupil A and a blank sheet to pupil B and they switch roles. The exercise ends after another five minutes.

*Examples of images are enclosed in the Additional resources.*

**B** When they finish drawing, pupils compare the drawings with the originals and have a discussion answering the questions listed below together with a communication strategy called Inside -outside- circle. This strategy ensures that every pupil will have the opportunity to share their opinion and to remain active in the classroom.

Pupils A form a circle with their backs turned into the middle and Pupils B are placed in front, facing pupils A.

The teacher reads the first question and then lets pupil A start talking. Pupil B is just listening. After a limit of time set by the teacher (ca 30 seconds - one minute) they change and pupil B is sharing her/his thoughts.

Question 1: Was there any difference between the original picture and the drawing and from where do these differences come from?

When both pupils A and B have answered the question the outside circle takes a step to the right. Now everybody has a new companion in front and the teacher is asking the second question:

Question 2: What was easier: to listen or to give information? Explain why!

When both pupils A and B have answered the question the outside circle takes another step to the right. Again, everybody has a new companion in front and the teacher is asking the third question:

Question 3: What happens when we describe with words what we see or think?

When both pupils A and B have answered the question the outside circle takes again a step to the right. When everybody has a new companion in front, the teacher asks the fourth question:

Question 4: Can we exactly understand what our partner think when he/she is telling us something?

## Relevance of the activity to the theme

This activity shows how different from the original you understand and interpret the information you get, particularly when investigation or dialogue is limited.

## Expected results

This should lead students to develop their critical sense and be cautious with hasty interpretations.



## Comments

The pupils may not tell what to draw (a door, an eye, a wheel) - only how to draw it (draw a circle or a square; add another line crossing the one you just drew, etc.).

The pupils are allowed to describe size. Size can be specified in centimeters or compared to anything else drawn. Students need to be able to understand concepts such as larger than and less than. They can also use their own dimensions such as, for example, little finger, nail, pen, eraser, etc.

Depending on the class, the teacher may decide to adapt some of the instructions:

1. The person receiving the instructions may only listen. It's just the one who gives information who may speak.
2. The drawer may ask closed questions (answered by yes or no) such as "Should the rectangle be to the right of the triangle?"
3. The drawer may ask questions of clarification such as for example "Explain once more how and where I am supposed to write the triangle."

# ACTIVITY 2

## What is spread on the internet?

5<sup>th</sup> grade



40 min.



A computer and a screen



Classroom

Look at the video. There are many conceivable interpretations of what we see in the very short clip. For many, the first idea is that it is about bullying, gossip and online harassment, but it's also interesting to find out what the pupils think about what positive interpretations there may be. Two friends watching pictures from a fun holiday? Someone who shows his friend a funny movie? Preparations for a secret surprise party?

Let the pupils analyze what they see with the help of the support questions. End with reflecting together before the pupils get to draw or write what they think is outside the picture, what they think has happened just before or will happen next.

The teacher should try to be open to the pupils' experiences and thoughts. If time allows, pupils can dramatize (act/make a play about) different situations related to their interpretations of the clip.

## Instructions

1. Look at the short clip

It has no words so everyone can watch it even if they don't understand Swedish.

<https://digitalalectioener.iis.se/lektion/vad-sprids-pa-natet/>

2. What are they doing?

The cooperative learning strategy Think-Pair-Share is proposed to answer the questions:

1. Give the pupils a short time to think through the questions in silence. Approximately one minute.
2. Let the pupils make pairs with the companion sitting next to them and answer the questions.
3. One pupil is the time holder and makes sure that both pupils get to talk in the same amount of time (approximately 1 minute per question).



Questions:

- 💡 Who are the two children? Tell what you think.
- 💡 What do they do? Describe what you see.
- 💡 What do you think they are watching?
- 💡 Why do they laugh?
- 💡 Are there other people around the children? Some that we do not see? Explain what you believe.

Do you identify what happens in the clip?

4. Let the pupils share their thoughts with the rest of the class

### 3. WHAT HAPPENS NEXT?

In this part of the exercise, the teacher can decide if the children continue to work in pairs or if this part should be individual. The pupils can choose to draw or write a story about (15-20min):

What happens outside the picture

What the children are watching in the mobile

What happened shortly before what we see in the short clip

What will happen shortly after what we see in the short clip

End the lesson by letting the pupils share their stories with the companion sitting next to them. If they have worked in pairs they can turn around and tell their stories to the pairs sitting behind (5-10 min).

## Relevance of the activity to the theme

This exercise enables the pupils to think about how they interpret a situation that have many possible answers. If they just guess and don't keep up the critical thinking around what has happened, they might have interpreted the situation in a wrong way. Finally, if they want to know what is true about this story, they should ask the persons directly.



## Expected results

With this activity the pupils will better understand that a situation may have many possible interpretations and often has a history behind that they know nothing about. When they will face this kind of situations in school or in their private lives they will have a better understanding that a situation is not always what it looks like from the beginning. One has to have all the facts and the context to be able to take a stand.

## Comments

As an alternative the pupils can write a short script and then dramatize (make an act/play of) their thoughts in small groups.



# ACTIVITY 3

## Can you make source-critical questions?

6<sup>th</sup> grade



45 min.



White sheets, post-it, pencils, a print of the tooth-paste text



Classroom

To be able to be critical about what they hear and what they see, kids need to know how to formulate source-critical questions.

The teacher writes down the interrogatives (who, why, what, when, where, how) on the blackboard or hands out the interrogatives on small papers.



## Instructions

**WHO?** - Who is behind the information? Is it an authority, an organization, a company or an individual? Does the author seem trustworthy? Can you contact or know more about the author of the information? Is the one sending the information the original author or is it a forwarding? To whom is the information addressed?

**WHY?** - Is the intention to disseminate information, create debate, spread an opinion, or perhaps make money? Should you forward this information? To whom? Why?

**WHAT?** - What kind of information is that? Does it seem to be personal opinions or facts? Is that text, image, video? Does the information seem comprehensive enough to make an informed opinion? Are there any important details missing? Is that consistent with things you already know or does it seem suspect? Does it seem reliable?

**WHEN?** - Is there a date? Is it possible to know how old the information is? Maybe something has become obsolete?

**WHERE?** - In case of a picture or a video, is the place mentioned? Can you identify or verify where it is?

**HOW?** - How did you find the information? Did you search the info, did you receive it upon request or not? How does the website look like? For example, look at language and spelling. Many misspelled words can be a sign that other things are sloppy and not thought through in the content.

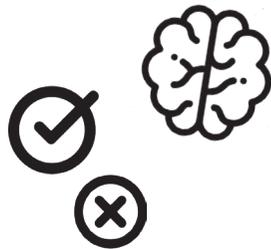
The teacher reads or asks someone to read loud the text below for the class to listen with source-critical eyes.

 According to a new study, it is dangerous to brush your teeth with colored toothpaste. A poll shows that more and more brushes the teeth with colored toothpaste.

*Experts believe that the colored toothpaste can cause gum cancer. This, however, is something the public dental care wants to keep quiet about, state safe sources. When the possible threat became known among parents, it became a public outcry.* 

The teacher asks if there are any warning bells. Is there anything in the text that sounds unclear? Some sources that sound diffuse?

The teacher can give an example to get the pupils to think source-critical: "According to a new survey" is unclear. Who is behind the survey? What is the purpose of it?



## Exercise 1

Then let them try in pairs to find more places in the text where it sounds vague or where it is unclear who is behind the statement. How many such inaccuracies do they find?

Then make four corners and ask them to stand in the corner that suits them best:

Corner one: I find no places where I am source critical.

Corner two: I find one place where I am source critical.

Corner three: I find two places where I am source critical.

Corner four: I find three or more places where I am source critical.

Let them talk to those who are in the same corner. Did they find the same things?

There are at least five places in the text to be critical about:

1. "More and more" - How many are more and more?
2. "A poll" - Who conducted the poll, how many have they talked to?
3. "The experts consider" - Which experts? How many? Are there other experts who could think differently?
4. "Safe sources" - What sources? Why are the sources not spelled out?
5. "There was a public outcry" - Where? When? How many people should react for it being counted as a public outcry?

## Exercise 2

The teacher hands out post-it to every pupil. Let the pupils try to formulate source-critical questions for the toothpaste text. Start together by trying to find a question that begins with the word who for example. Who is the one who carried out the survey?

Then the pupils can go on and make questions in pairs with where, why, when, what and how. They write down their questions on a post-it.

To sum up the exercise the teacher can put the toothpaste text on an A3 sheet and put it on the blackboard. Around the text the teacher writes who, where, why, when, what and how. The teacher then asks a pair at the time to come up and put their questions under the right interrogative. The teacher can decide whether the pairs should put up all their questions or if they should pick one, read it out loud and then put it around the poster.

## Relevance of the activity to the theme

The exercise enables to practice critical thinking, to develop strategies and learn how to formulate source critical questions that can help when the pupils are confronted to the internet and other sources.

## Expected results

Give the pupils concrete tools for formulating source-critical questions.

## Wrap-up

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

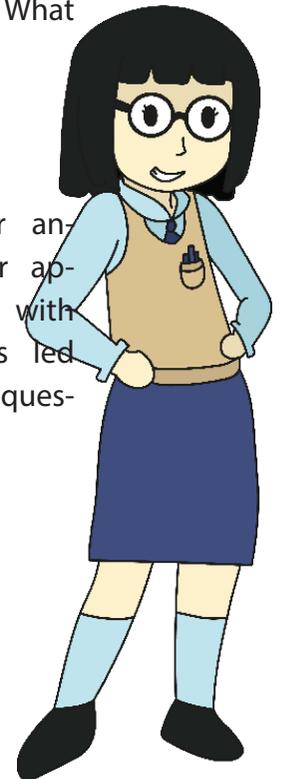
### Reaction

The teacher lets the pupils sit in pairs and uses the strategy think-pair-share, where the pupils start by thinking by themselves in approximately 2 minutes about questions such as: What is the most important thing I have learned?

I want to learn more about....

What most puzzled me was....

After that the pupils in pairs share their answers and thoughts among each other for approximately 3 minutes. The session ends with a common discussion of about 5 minutes led by the teacher, who can reformulate the questions above. The teacher is the time holder.



## Review

First, the teacher may go over the whole module, remind significant facts that occurred during the learning process, reformulate important learnings, relate the pupils' experiences and discussions, etc. It can lead to a dialogue in the class about what is important to keep in mind, to learn or to train in relation with critical thinking.

Meanwhile, the teacher goes back to the poster with the post-its the pupils wrote in the beginning of the module. The teacher writes down the pupils' review on the poster, relating to what they have learned about critical thinking. Then, she/he reads aloud the contents of the poster. Firstly, how the pupils defined critical thinking and secondly, their main learnings after the module. Thus, now the class have their own poster defining critical thinking and their findings about critical thinking.

The overall time for the review phase should not last longer than 10 minutes.

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes.

The teacher will also be able address aspects of critical thinking that the pupils have not mentioned, or notice it down and focus on these aspects on a future occasion.

## Conclusion

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes.

The teacher will also be able address aspects of critical thinking that the pupils have not mentioned, or notice it down and focus on these aspects on a future occasion.

## Evaluation

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

Let the pupils circle in the class. Each student can choose one and give a comment about his/her evaluation of the module if he/she wants to.

Print the smileys in different moods:



**YES**



**I am not sure**

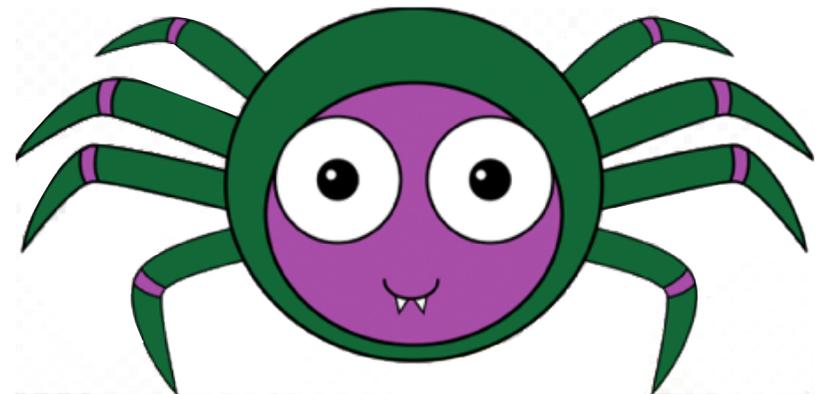
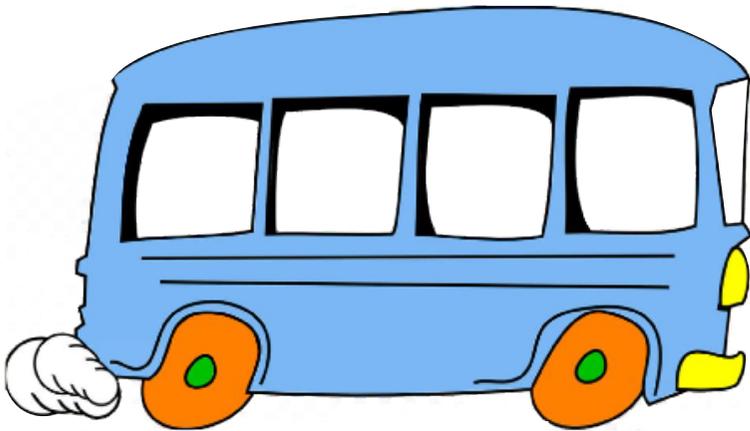
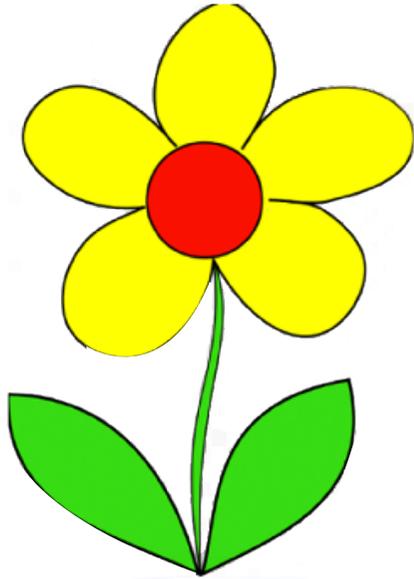


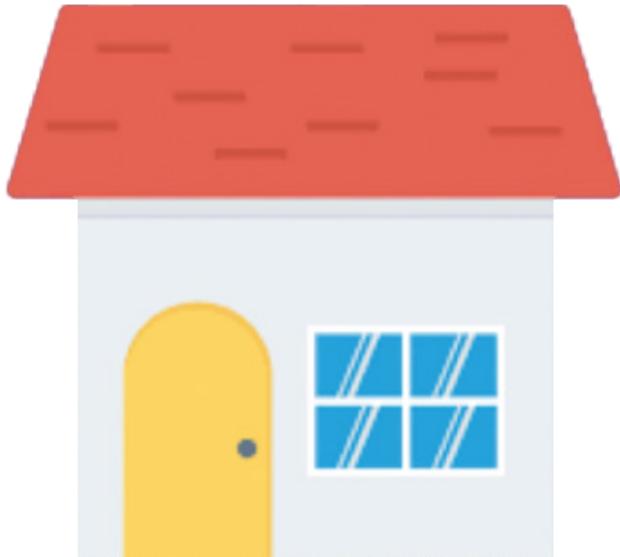
**Not at all**

# ADDITIONAL RESOURCES

## ACTIVITY 1 - IMAGES

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## ACTIVITY 2 - THE TOOTHPASTE TEXT

According to a new study, it is dangerous to brush your teeth with colored toothpaste. A poll shows that more and more brushes the teeth with colored toothpaste.

Experts believe that the colored toothpaste can cause gum cancer. This, however, is something the public dental care wants to keep quiet about, state safe sources. When the possible threat became known among parents, it became a public outcry.

# PREVENTING & SOLVING CONFLICTS

## Curriculum

(Violent) radicalism is an ideological commitment that rejects the existing order, and considers that violence is a legitimate means to achieve its goals of changing society. Radicalization is an individual or collective process that can affect anyone and is not just about religion. Generally, this process induces isolation, a dogmatic thought (my vision of the world is the only one that is right), proselytism, a rejection of those who think or act differently, and even their dehumanization, which justifies the fact of brutalizing them. There are ways to prevent violent radicalization, including maintaining dialogue, fraternity and critical thinking.



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# Introduction

Institutions of formal education are key actors in preventing radicalization. They foster shared values, inclusion and diversity, and help pupils to develop social life skills such as critical thinking, self-control and conflict avoidance and resolution that are essential for active citizenship in democratic societies (generic prevention).

Yet schools are also places where early signs of radicalization can be noticed, and where early responses can be initiated (secondary prevention). In many cases, teachers are the first to become aware of changes in appearance, thinking and behavior, and to offer support for children in their quest for orientation.

Situational Action Theory (SAT), developed by professor P.O. Wikström, identifies the “causes of causes” for criminal behaviors, by asking the questions:



Why do people normally not commit a crime, and what can this tell us about why some do?

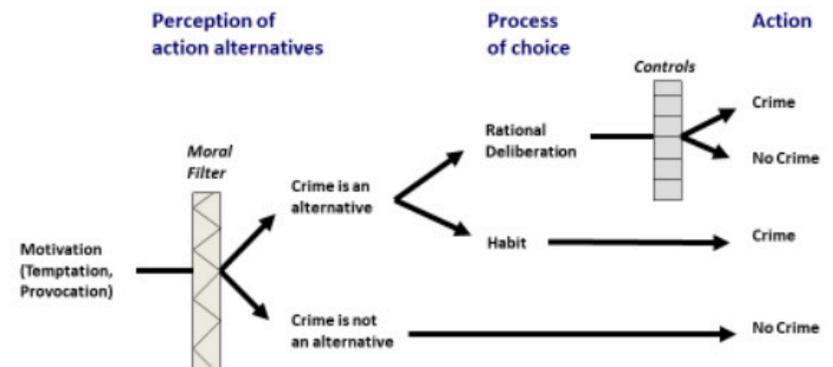


Crime prevention involves setting clear limits for children and adolescents. However, Professor Wikström stresses that this may not be enough. Given compassionate support, children should learn to regulate themselves through morality and self-control, and it is equally important that children and young people have strong and healthy relationships. Being good at relationships is not enough in itself, however.

The interaction between all of the above is important and it is therefore essential to dig deeper into all the elements of SAT.

SAT describes a person's behaviour as a crossroads between a person and his/her interaction with the immediate surroundings. The model below explains the process leading towards the actual “choice”:

**The Situational Process and Key Situational Factors Illustrated**



**Preventing crime is fundamentally a question of influencing people's perception of action alternatives and process of choice.**

**Only interventions that directly (or indirectly, as causes of the causes) affect people's relevant perceptions of action alternatives and process of choice can have crime preventive effects.**

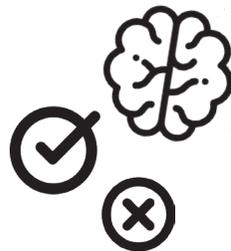
According to SAT, a criminal act is mainly motivated by temptations or provocations. Motivation promotes an action process that targets some kind of goal. A person's criminal tendencies depend mainly on the morals and formation of the individual, and on the strength of these fundamental values.

People's ability to exercise self-control is also important if they are encouraged from outside to break a moral rule that they themselves believe in. A person's ability to exercise self-control depends on the extent to which he/she masters the discipline, but it is also influenced by factors such as alcohol intoxication, drugs, stress or strong emotions. All in all, a person's criminal tendencies can be seen as the result of the interaction between his or her morals and ability to exercise self-control, but also their social relations and environment.

Settings and circumstances that in one way or another encourage criminal acts may be regarded as criminogenic settings – i.e., a crime-inducing environment. SAT further claims that, fundamentally, there are two types of choice processes: the habitual choice process or the rational deliberation process. Whether a person forms an intent to commit a criminal act will depend on the outcome of his considerations. P.-O. Wikström is of the opinion that the very best form of crime prevention in the long term is to influence the moral education and cognitive development of children and adolescents. This is carried out through key social institutions such as family and school.

## Main objectives

The content and material proposed in the curriculum (and thus in this training module on "Preventing and solving conflicts"), as well as the board game, intends to provide to teachers and educators a ready-to-use set of instructions and instruments that will guide



in a coherent way education towards prevention of radicalization.

The 5 themes of the curriculum (morality, self-control, inclusion and diversity, critical thinking, preventing and solving conflicts) are important ingredients of an inclusive society. They should be internalized at an early stage of individual self-development. Stronger Together proposes a method to teach them in a coherent and adapted way (see additional info in the Handbook).

More particularly, for this module on "preventing and solving conflicts" the main objectives are:

- To listen with respect to different points of view, to express one's own opinions and to take both into account;
- To recognize emotions that are experienced by another person;
- To identify possible sources of conflict, to recognize the different types of reactions in a conflict situation and the consequences of such reactions;
- To realize that dissatisfaction with the basic needs of people can cause conflict;
- To know which institutions in the country provide protection and security and to be aware of what they do;
- To express a problem that requires assistance from an institution and to be able to address to the particular institution.

# Instructions

Violent radicalization or extremism comes in many forms, nurtured by different beliefs and ideological influences.

-  Right-wing extremism: A form of radicality associated with xenophobic, fascist, racist, supremacist, or ultranationalist motives.
-  Politico-religious extremism: A form of radicalism associated with a political view of religion leading to the (sometimes violent) defending of a fundamentalist religion or religious identity perceived as being attacked (through international conflicts, foreign policies, societal debates, etc.).
-  Left-wing extremism: A form of radicalism that generally revolves around anti-capitalism and the transformation of a political system perceived as being the reason behind social inequality.
-  Single-issue extremism: A form of radicalism that is essentially motivated by an ideological cause or specific claim.

Radicalization leading to violence occurs in situation where a variety of social issues, individual psychosocial problems, and facilitating factors intersect. Factors associated with radicalization leading to violence include:

-  Cognitive rigidity;
-  Polarized perceptions;
-  Unshakeable ideological convictions;

-  Lack of critical distance;
-  Dualistic simplifications (“white versus black”, “good versus bad”).

In the Stronger Together project, we build on morality, self-control, inclusion and diversity, critical thinking and preventing and solving conflicts as essential values and skills to prevent radicalization. The practical activities included in this module will guide teachers on how, through interactive workshops and discussions, to contribute to the personal, emotional and social development of pupils.

The introduction to the theme will take its point of departure in the pupils own knowledge on the subject, and will be based on dialogues. Key words from the pupils’ dialogues and discussions will be written on post-its and added to a poster. The teacher will lead the pupils through the different dialogues and add knowledge to the discussions, when needed.

The teacher explains that today’s topic is preventing and solving conflicts. If needed (depending on the age), the teacher can introduce the theme in two minutes, by referring to the key message and objectives (above) and explaining them to the class, linking with the proposed activities (below).

The introduction of this topic could start with a presentation of a short video clips and photos displaying schools around the world (<https://www.youtube.com/watch?v=at2gAjts-gtk>). Through this video the pupils can gain a positive image of the school as a community of diversity.

The teacher then puts up a poster (A3 or bigger) or uses the blackboard, and writes the theme of the module preventing and solving conflicts on the top of the paper. The teacher hands out post-its and asks the pupils in pairs (the ones sitting next to each-other) to reflect about the question: What does it mean to prevent a conflict? They have two minutes to discuss the question. The pupils write keywords down during their talk. Thereafter, the teacher asks them to turn to the pairs sitting next to them (so they now are four) and discuss a new question: What does it mean to solve a conflict? and write keywords down, if any emerge. The pupils have two minutes to this. Then, the teacher will open up for a class discussion of ten minutes, based on their conversations and ask: What does it mean to prevent a conflict?, when the pupils have expressed their thoughts, the teacher's turn to the other question: What does it mean to solve a conflict. While the pupils present their understanding of the theme, keywords are added to the poster. The teacher moderates actively in the discussion, comes with inputs which raise the quality of the discussion and invite the pupils to reflect further on the topic.

All the activities presented hereunder are individual activities not depended from the others. They can be used to guide the students step by step through a process of discovery of themselves, of others and of the world around them that adjusts to their learning style and ability. The teacher who wishes to dedicate more time on a particular activity, can combine the activity with other educational contexts or extend the time for discussion and add its own questions.

Presenting information about other cultures, people, teaching

about conflicts, stereotypes and prejudices, the importance of cooperation etc. does not imply that prevention on radicalization is achieved.

Therefore, an important component and prerequisite for a successful realization of this module is the appropriate and correct choice of teaching methods. As for the other modules of this curriculum, the approaches in preventing radicalization should enable interaction and direct multidirectional communication, encourage critical and flexible thinking, foster curiosity and empathy, contribute to reassessment and changing of attitudes, promote co-operation, etc.

The different activities presented hereunder aim at creating safe environments for discussions and reflection, raising awareness about preventing and solving conflicts among pupils and fostering debates within the classroom.

Each of the practical activities is consisted from the following phases:

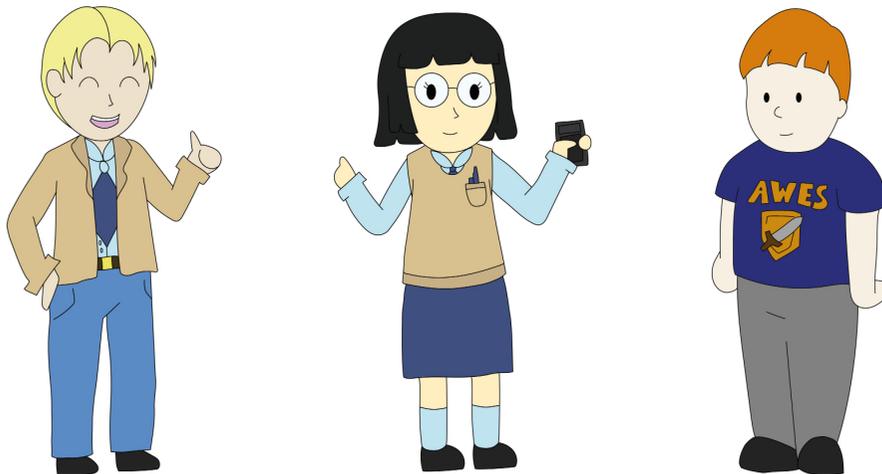
- ✎ Introduction to the activity
- ✎ Main activity
- ✎ Reaction from the activity through discussing particular questions
- ✎ Conclusion



## Educational advice and guidance

It is strongly recommended that all the phases of the activities hereunder be completed, that the necessary time be allocated and that caution be exercised if it is thought that a particular situation may not be compatible with the life experience of the pupils in the group.

Individual, tandem or group forms of work offer various opportunities for encouraging students' curiosity to discover and recognize diversity of situations. The teacher should support collaborative relations within the group, debates, active listening, mutual assistance, etc.



# ACTIVITY 1

## The conflicts are stairs

4<sup>th</sup> grade



90 min.



Worksheet with drawings (see Additional Resources), chalk, board, duct tape, balloons and pump for inflating balloons



Classroom

## Instructions

Three volunteers are needed, each volunteer gets one balloon, and a task to inflate until the balloon pops. After the game activity, a discussion is led with the following questions:

- Did you enjoy the game, activity?
- Were you afraid of something?
- How did you, the spectators, feel? Were you afraid?
- Do people sometimes behave as the balloons?
- How does that look?
- Do they feel good during that?

Sometimes people behave as balloons. They argue, their anger enlarges and at a certain moment they can explode. This can bring bad consequences for them and others.

The teacher has at his/her disposal:

The story "Conflicts are stairs" (see Additional resources);

Drawings reprinting different moments of the story (see Additional resources).

On the board the teacher draws the simplest stairs with a chalk, nine stairs which are wide enough so that the drawings could be glued on each separately. The teacher explains that the stairs represent different degrees in a conflict (from "peaceful" to "aggressive"). In a conflict situation, we can move up the stairs for resolution or down the stairs for worsening the situation. Then, the story is read out loud from the worksheet "Conflicts are stairs" (see Additional resources).

During or right after the story, the drawings, representing different moments of the story, are glued on the stairs by the teacher or by a volunteer pupil, at the level that seems to fit best (between "peaceful" and "aggressive"). This exercise is an occasion to debate among the class about the subject, to realize that there are different degrees of intensity in conflicts, and how a conflict can resolve or instead worsen.

Worksheet for teachers ("Conflicts are stairs – 1")

Description of drawings

**Drawing 1** - Semir and Jana are in the same class and share the same school desk. That day, during the school break, Semir don't want to go out of the classroom, and instead wants to stay in his place to finish up a math problem. Jana, on the other hand, wants to go out with her friend in the schoolyard, so as soon as the teacher finishes the class and

goes out of the classroom, she instantly hurries to get up from her chair.

**Drawing 2** - But, being in a rush, Jana unwillingly shocks the desk. This makes Semir afraid, so he lifts his arm up while he still holds his pen that has blue ink in it. Three drops of ink fall on Jana's shirt.

**Drawing 3a and 3b** - Jana: Oh, you made my shirt dirty!

Semir: Big deal! Ink is washed with water and it will be gone.

Jana: Yes, but now I can't wash it here at school. I'll need to wait to come back home. Should I spend the whole day at school with this shirt?

Semir: Eeeh, it's your fault! You shook the desk and the ink flew up!

Jana: You're so stupid - ink doesn't fly up! You made this on purpose!

Semir: You are clumsy, you wear glasses for nothing when you can't see anything, even where you move the chair!

Jana: So, better a dummy than a fatty like you!

Semir: Who's a fatty? Now you'll see!

**Drawing 4** - Then Jana starts running around the classroom while Semir chases her to catch her.

**Drawing 5** - While running, at one moment when she is again at their desk, Jana takes a glass of water and throw it all over Semir's exercise.

**Drawing 6** - Semir then gets enraged. He gets to Jana and pushes her to the ground.

**Drawing 7** - When the teacher comes in, Jana and Semir tell her they don't want to share the same desk anymore. When the teacher asks them what is the reason, Semir and Jana start blaming each other at the same time. Semir says that Jana ruined his exercise, and Jana says that Semir pushed her.

**Drawing 8** - the teacher moves them in separate desks. Ever since, Jana and Semir don't play together.

After the main activity, there is a discussion with the following questions:

- ✎ What happened first? What afterwards? With the help of the drawings, the most important elements of the story are repeated, including the alternate reactions of both sides.
- ✎ What happened in the end?
- ✎ How did Jana feel in the end, and how did Samir feel?
- ✎ Did they behave in a friendly way or hostile way between each other? Why?
- ✎ What are the mistakes in the behavior of Semir?
- ✎ What are the mistakes in the behavior of Jana
- ✎ What should Semir do to resolve the conflict?
- ✎ What should Jana do to resolve the conflict?



## Relevance of the activity to the theme

This activity is related with the module of preventing and solving conflicts, because each step expresses a story of conflict between the kids. Even though the conflict begins by accident, it escalates at the end and the children are mad at each other. Although the teacher tries to intervene and asks them what is the reason of their fight, the children start to blame each other and pass the guilt towards one another. At the end the teacher is "forced" so separate them in class and they have to sit with other kids.

## Expected results

Learning to resolve a conflict, so that it is not a threat anymore for the good relations between pupils. Perceiving one's own responsibility in interactions with others and nurturing of mutual positive feelings.

## Comments

During the introduction activity the teacher should help the pupils with the inflation of the balloons.

The activity is appropriate to be done in 4th, 5th and 6th grade and afterwards the teacher can compare the results from the discussions in each grade in order to understand the differences in the ways of thinking among different age groups.

# ACTIVITY 2

## When you are in trouble, call..

5<sup>th</sup> grade



75 min.



Blank sheets of paper, drawing and writing tools



Classroom

## Instructions

This activity is about expressing memories and thoughts through drawing, discussion with the pupils and reflection.

All pupils sit in a circle and the teacher asks them to close their eyes and to try to remember the place and the situation in which they felt completely safe. They should try to remember where they were, with whom, how they felt and why? After 5 minutes, they open their eyes and the teacher chooses a few of them to tell with who and where they felt safe and secure.

With this introduction the pupils should be aware of whom they can address if they feel unsafe.

Pupils are divided into three groups and each group gets a situation to think about.

Group 1 - at home;  
Group 2 - outside;  
Group 3 - at school.

The first group is invited to deal with a hypothetical situation. Ex.: You are home alone. Suddenly, you are hearing a voice inside your house and realize that someone has entered in your home. How will you react?

The second group is invited to deal with a hypothetical situation. Ex.: You are riding with your bike and someone comes near you (also riding a bike) offering you to come with him/her on a shortened path. How will you react?

The third group is invited to deal with a hypothetical situation. Ex.: You are at school, in the playground. All of a student you come across a group of classmates that are holding a gun. How will you react?

Pupils write/ draw how they would take care of their safety if it is threatened, and also who can help them in this kind of situations. Once it is finished, one representative from each group presents the text / drawing in front of the class.



## Relevance of the activity to the theme

This activity is relevant to the theme of preventing radicalization because it points out the different types of dangerous situations children can become part of and are threatening upon their safety. It stimulates their emotional reasoning related with a certain memory of a stressful event at home, outside or at school. It encourages them to remember their emotional reactions during that event and most importantly why they have felt like that.

## Expected results

Apart from taking care of one's own safety, there are also state institutions and services that are responsible for protection and security of citizens in a State.

After the activity it is expected the pupils to know which institutions, civil organizations or other centers in the country could provide protection and security, to be aware of what they do exactly and how could they reach them properly and easily.

## Comments

This activity is appropriate to be done in 4th, 5th and 6th grade.



# ACTIVITY 3

## Mocked Lea

6<sup>th</sup> grade



105 min.



Worksheet for the teacher: "Mocked Lea" (see Additional Resources); Board, chalk.



Classroom

## Instructions

This activity is about expressing feelings and through face grimace, analyzing and discussion with the pupils on inappropriate behavior and reflection.

### Activity 1

All pupils are gathered in a circle. The teacher starts by doing a face grimace. Then the teacher pretends to take out that face with the hands and give it to the person standing next. The person taking the grimace should put it on his face and repeat the same grimace. Then he/she takes it out and puts it in the middle of the circle. Now this person should think of his own grimace and show it to the others, and then pass it on to the next person in the circle. So the circle continues until the last participant, and until all grimaces are gathered in the middle.

Some examples of face grimaces are presented on the Figure below.



Through this activity the pupils will be able to recognize emotions that are experienced by another person.

### Activity 2

The teacher points out that the example of “mocked Lea” is one type of violence toward someone. The teacher then asks in what other ways people/kids behave violent toward another person? The pupils generate ideas, and the teacher writes them down on the board. In the next step, the teacher asks what are the consequences of the listed violent behaviors toward the victim. The answers are collected and written on the board.

### Closing activity

Next, there is a massage in an unusual way, by following the teacher’s instructions:

- ☞ Slowly it starts to rain (each pupil slowly taps with the fingers on the shoulders of the person in front of him/her - as if playing the piano). The movement is started by the teacher, and every person should transfer the same movement to the person in front

of him as soon as he/she feels it on them. The movement isn’t stopped until a new movement is felt.

- ☞ The rain is now heavier (same tapings, but stronger).
  - ☞ It rains more and heavier (the tapings get stronger and faster).
  - ☞ The wind starts to blow (spreading the palms and with gentle movements go over the back and shoulders).
  - ☞ From the river, there are waves coming (stronger massage technique).
  - ☞ Thunders are seen too (touch the fingers together and with the palm edges kind of hit the shoulders).
- Now the rain is settling, and it rains less and less, almost it stops (reduce the intensity of the tapings and finish with the same movements that you started with).
- ☞ Now it’s not raining, but the sun shines (gentle caress with the fingers on the shoulders).
  - ☞ The teacher tells the pupils that the rain has stopped, the wind stopped too and the game is over.

## Relevance of the activity to the theme

This activity is based on the act of violence and therefore is related with the module of preventing and solving conflicts. Particularly in this activity, there is a bullying behavior towards Lea that could cause harmful consequences to her in the future, because these hateful, judgmental comments directed to her could easily escalate in rejecting or disapproving her personality and character as a person.

## Expected results

The pupils should be aware that an inappropriate speech can hurt other person's feelings. Putting oneself "in the shoes" of another helps us understand the negative feelings that appear as a result of mocking and insulting. That causes a need to empathize with the mocked and insulted people and try to reduce the negative feelings.

Empathizing is shown through acceptance of those feelings that exist (and not by denying them or underestimating them), without pointing out to personal or other similar experiences and without attacks, belittling and insulting of the causer of those feelings.

If others see that we don't like what is done to us (mocking, insulting), that we are hurt and if they continue this, we will tell the adults about it (teachers, counselor, parents) to take some measures, and this can help others stop insulting us.

There are various forms of violent behavior such as: "racke-

teering" (extortion), isolation, abusing, fights, etc. The consequences of a violent behavior can be physical and/or psychological traumas, end of a friendship, new violence (such as revenge), etc.

## Comments

This activity is recommended to be done with pupils from 4th grade.



## Wrap-up

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

### REACTION

The teacher lets the pupils sit in pairs and uses the strategy think-pair-share, where the pupils start by thinking by themselves in approximately 2 minutes about questions such as:

What is the most important thing I have learned?

I want to learn more about....

What most puzzled me was....

After that the pupils in pairs share their answers and thoughts among each other for approximately 3 minutes. The session ends with a common discussion of about 5 minutes led by the teacher, who can reformulate the questions above. The

teacher is the time holder.

## REVIEW

First, the teacher may go over the whole module, remind significant facts that occurred during the learning process, reformulate important learnings, relate the pupils' experiences and discussions, etc. It can lead to a dialogue in the class about what is important to keep in mind, to learn or to train in relation with preventing and solving conflicts.

The teacher may stimulate the debate with the following questions:

- 👏 Who is responsible for our safety?
- 👏 Who can help us in situations such as conflicts or crises? (National services, institutions and social relations?)
- 👏 Do you know how to contact the security institutions? Why is it important to know these numbers? What should I say when I call these numbers?
- 👏 What do you tend to do in a conflict situation?
- 👏 Do you fight, do you give up, do you try to resolve the conflict?
- 👏 What kind of feelings appear in conflict situations? Why?
- 👏 What is the outcome of opposing/resolving/avoidance? Is the conflict resolved? Why?

- 👏 What can be done to show we empathize with those that are mocked and insulted? Why is it important to take some action in such situations?
- 👏 Have you ever been involved in a situation when someone was mocked by others?
- 👏 What can make things easier for the person that is mocked and insulted, to make the situation better?

Meanwhile, the teacher goes back to the poster with the post-its the pupils wrote in the beginning of the module. The teacher writes down the pupils' review on the poster, relating to what they have learned about preventing and solving conflicts. Then, she/he reads aloud the contents of the poster. Firstly, how the pupils defined preventing and solving conflicts and secondly, their main learnings after the module. Thus, now the class have their own poster defining preventing and solving conflicts and their findings about preventing and solving conflicts.

The overall time for the review phase should not last longer than 10 minutes.

## Conclusion

Based on the poster, as well as the key message and objectives of the module (above), the teacher can summarize the essential learnings from the module in maximum five minutes. The teacher will also be able to address aspects of preventing and solving conflicts that the pupils have not mentioned, or notice it down and focus on these aspects

on a future occasion.

## Evaluation

After each activity and/or at the end of the module, the teacher is invited to wrap-up and evaluate the session with the pupils.

Let the smileys circle in the class. Each student can choose one and give a comment about his/her evaluation of the module if he/she wants to.

Print the smileys in different moods:



YES



I am not sure



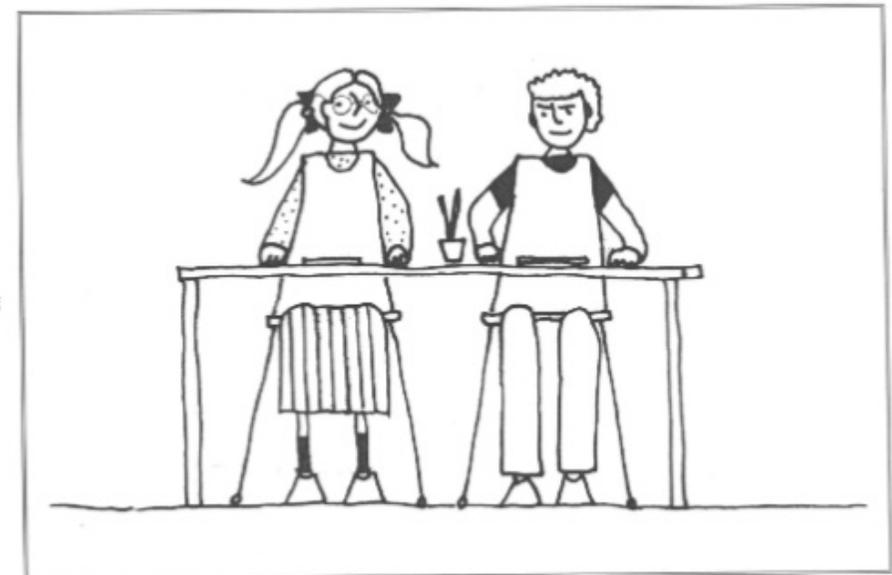
Not at all

## ADDITIONAL RESOURCES

### ACTIVITY 1 - THE CONFLICTS ARE STAIRS

#### Drawing 1

Semir and Jana are in the same class and share the same school desk. That day, during the school break, Semir don't want to go out of the classroom, and instead wants to stay in his place to finish up a math problem. Jana, on the other hand, wants to go out with her friend in the schoolyard, so as soon as the teacher finishes the class and goes out of the classroom, she instantly hurries to get up from her chair.



## Drawing 2

But, being in a rush, Jana unwillingly shocks the desk. This makes Semir afraid, so he lifts his arm up while he still holds his pen that has blue ink in it. Three drops of ink fall on Jana's shirt.



Работен лист за виставнички/наставнички: Конфликтите се складира - 2.2

## Drawing 3a and 3b

**Jana:** Oh, you made my shirt dirty!

**Semir:** Big deal! Ink is washed with water and it will be gone.

**Jana:** Yes, but now I can't wash it here at school. I'll need to wait to come back home. Should I spend the whole day at school with this shirt?

**Semir:** Eeeh, it's your fault! You shook the desk and the ink flew up!

**Jana:** You're so stupid - ink doesn't fly up! You made this on purpose!

**Semir:** You clumsy, you wear glasses for nothing when you can't see anything, even where you move the chair!

**Jana:** So, better a dummy than a fatty like you!

**Semir:** Who's a fatty? Now you'll see!

Работен лист за виставнички/наставнички: Конфликтите се складира - 2.3a



Работен лист за виставнички/наставнички: Конфликтите се складира - 2.3b



## Drawing 4

Then Jana starts running around the classroom while Semir chases her to catch her.



Fotografirano i objavljeno u časopisu "Naslovnik" broj 10, 2014. - 24

## Drawing 5

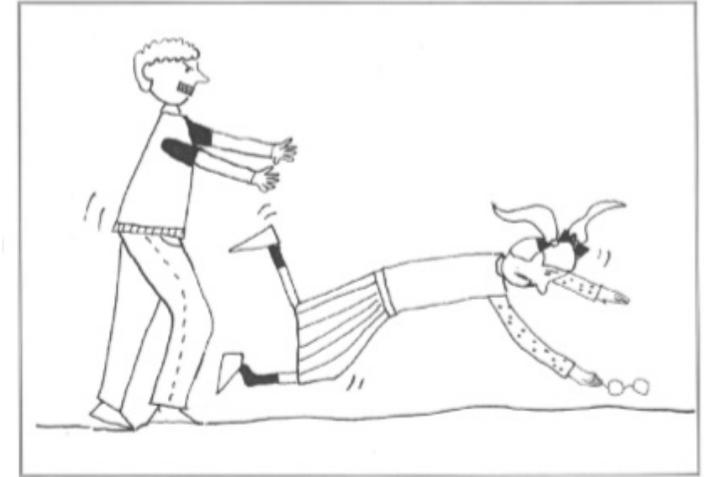
While running, at one moment when she is again at their desk, Jana takes a glass of water and throw it all over Semir's exercise.



Fotografirano i objavljeno u časopisu "Naslovnik" broj 10, 2014. - 25

## Drawing 6

Semir then gets enraged. He gets to Jana and pushes her to the ground.



Fotografirano i objavljeno u časopisu "Naslovnik" broj 10, 2014. - 26

## Drawing 7

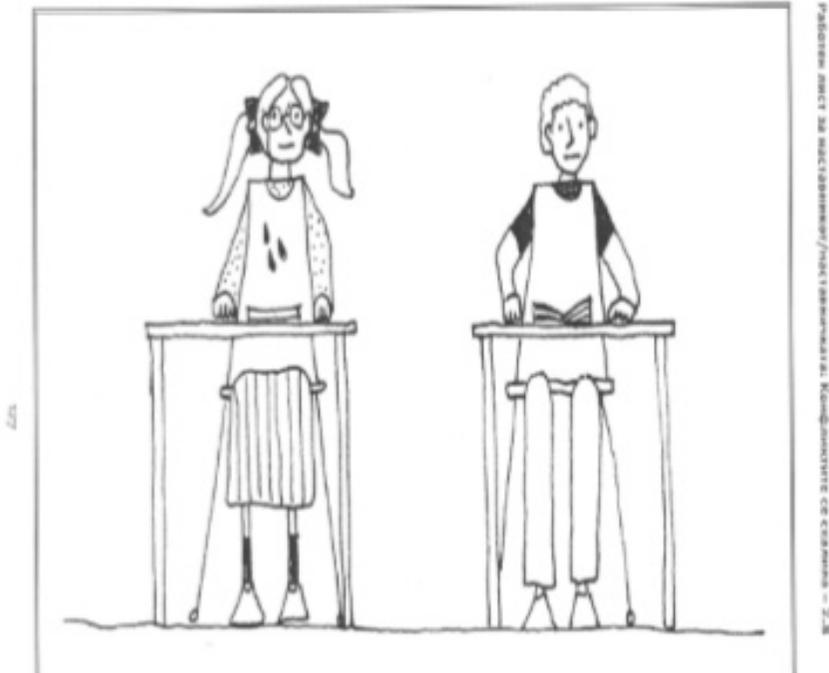
When the teacher comes in, Jana and Semir tell her they don't want to share the same desk anymore. When the teacher asks them what is the reason, Semir and Jana start blaming each other at the same time. Semir says that Jana ruined his exercise, and Jana says that Semir pushed her.



Fotografirano i objavljeno u časopisu "Naslovnik" broj 10, 2014. - 27

## Drawing 8

The teacher moves them in separate desks. Ever since, Jana and Semir don't play together.



## ACTIVITY 3 - MOCKED LEA

### WORKSHEET

Lea is the new pupil in the class and she still doesn't have any friends. She has eyesight problems and has to wear glasses. When she went with her mother for the medical examination, the doctor recommended they should buy contacts, so that Lea doesn't have to wear heavy glasses with thick glass. But, those contacts were very expensive. Lea's mother recently lost her job, so they don't have the money for contacts. Lea doesn't have a father who could help them out, so in the end, she had to wear glasses as the doctor prescribed. At school she was very quiet and often the other pupils teased for her glasses. The other day, during the lunch break, Ricky and Sarah started mocking her. Sarah said: "Oh my God, Lea, how do you wear those jars on your nose? Do you see yourself in the mirror, how silly you look?!". Lea's throat was stuck, but she managed to say: "Sarah, it is not your business to talk about my glasses. Why don't you see yourself, and leave me alone!"

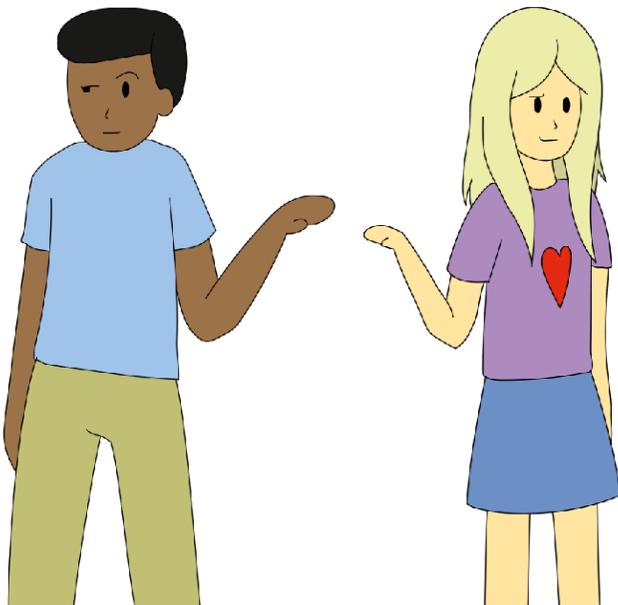
Then, Ricky added: "Don't get too smart, you blind one? Look at you! I'm sure your grandma uses your glasses when she lacks jars for her jams. You are so blind that your mom has to pick you up from school every day so you won't get lost!". All the kids gathered around and laughed very hard. Some even started going toward Lea and yell out: "Leaaa-jaaaar!!!"

Lea barely kept herself composed to not cry. She wished she disappeared...

She started screaming “I hate you all” and running to escape far from the kids that mocked her, and inside herself she decided she will never go back to school. While running, she tripped and fell down. Her arms were scraped and one of her knees too. Her glasses fell down and broke. The kids that mocked her, started laughing even more.

## DOCUMENTS

<http://umd.gov.mk/wp-content/uploads/2013/10/Priracnik-za-obrazovanie-za-zivotni-vesti-ni-od-IV-do-VI-oddelenie.pdf>



## Glossary

Truth, true: it is probably impossible to escape subjectivity and the absolute truth is probably elusive. Even notions as intangible as time or matter have been questioned by scientists like Einstein or quantum physicists. It is also well known that the judicial truth may diverge from the facts. So there might be as many truths as those who claim to hold it. In fact what we call truth is what we believe is true and the more we are to believe it, the easier it is to agree, which is very useful, but should not make us forget that our consensus is subjective.

- Example: the children of the neighborhood play a football match. The steeple clock indicates that 90 minutes have elapsed. The match is over because everyone agrees that the time of the steeple is right (true).

Rule: the rules are generally established by law or by regulations. They must be respected, subject to sanctions. Their main role is to facilitate living together, setting limits on individual freedom. Rules are not static, but can evolve through democratic debate.

- Example of football rules: score a goal, shoot a penalty, throw-in the ball after it goes out of the field...

Values designate the set of (positive) principles shared by a large number of people to guide their behavior in their relations with others. Among the fundamental values of our

European democratic societies are freedom, respect, equality, the rule of law and the separation of powers. Values are not static, but can evolve through democratic debate.

- Examples of football values: fair play, team spirit, discipline, respect ...

Limits can be binding (refers to rules) or suitable / recommended (refers to values). They are set by others or by ourselves. Within the vast range of possibilities, the limits allow us to progress in a more secure and respectful way. It also allows to interact together inside a common field. It is often possible to explore beyond the limits, but if they are set, it is usually because we know it is unsuitable to venture beyond.

Examples: Steve sometimes regrets sending the ball out of the football field, to the advantage of the opponents. But on the other hand, the field limits allow him to have fun with friends, keeping his little sister out of the playground.

Morality is about making choices and acting according to what we believe is right, fair, consistent with our convictions (freedom, responsibility) and the rules and values of the society that hosts us (respect, rule of law). Said otherwise, morality helps us not to adopt attitudes or make choices that we find unfair or bad.

- Examples: Steve is in a good position to score a goal but decides to pass the ball to Emily so she can score herself. She is new to the team and Steve believes that this will give her confidence. It is his personal morality

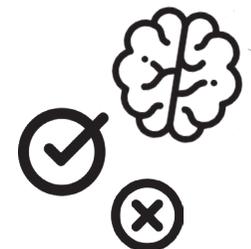
that dictated this behavior and it makes him feeling good.

What seems fair (right, good) to us is what we believe is sound, legitimate, in accordance with our convictions. Sometimes, we disagree about what is fair and unfair (wrong, bad), because our individual convictions may diverge, as well as our perception of the facts. Values, rules and judges are supposed to facilitate consensus in that respect.

- Example: Steve hurts a player of the opposing team and the referee gives him a yellow card. Steve finds it unfair because he did not do it on purpose, but it is the referee who has the last word.

Choice: there is always a choice. This relates to our individual freedom. Some choices are more adapted to our interest and morality, to existing rules and values, others less, which can cause trouble. It is important to make informed choices, thanks to critical thinking, as well as to measure and anticipate the consequences (responsibility).

- Example: Steve decides not to go to his football training on Wednesday because he gives priority to his homework. As a result of this choice, he is not selected to play Saturday's match. He is sad but takes his responsibilities.





## PREVENTING & SOLVING CONFLICTS



## CRITICAL THINKING

Links to activities:

<http://www.mediekompass.se/lektionstips/kallkritik/>

<https://digitalalektioner.se/lektion/vad-sprids-pa-natet/>



## INCLUSION & DIVERSITY

„Wie Vielfalt Schule machen kann. Handreichung zur Arbeit mit dem Anti-Bias Ansatz an Grundschulen“ FIPP e.V. Fortbildungsinstitut für die pädagogische Praxis, Berlin 2011, [www.fippev.de](http://www.fippev.de)

„Eine Welt der Vielfalt“ Moderationshandbuch, Verlag Bertelsmann Stiftung Gütersloh 2002, out of print.



## SELF-CONTROL

Brynaa, Helle Midskov. 2016. "Hvem styrer Orkestret – Kriminalitetsforebyggelse, der virker". Støttet af Det Kriminalpræventive Råd.

Kappel, Rune. 2017. "Selv-kontrol hos børn og unge". Dansk Psykologisk forlag.

NB. The two last activities introduced in this module, derives from Rune Kappel's book.



## MORALITY

M. Kelly, Effective Rules for the Classroom, 31st March 2019

<https://www.thoughtco.com/classroom-rules-for-teachers-6408>

Indicazioni Nazionali per la Scuola dell'infanzia e il primo ciclo (D.M. n. 254/2012)" - MIUR (Ministero dell'Istruzione, dell'Università e della Ricerca) – Citizenship and Constitution

<http://www.indicazioninazionali.it/2018/08/26/indicazioni-2012/>

Indicazioni Nazionali e nuovi scenari - Comitato Scientifico Nazionale per le Indicazioni Nazionali per il curriculum della scuola dell'infanzia e del primo ciclo di istruzione

<http://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/3234ab16-1f1d-4f34-99a3-319d892a40f2>

<https://www.goodcharacter.com/the-daily-dilemma/>

<https://aipd.it/la-favola-del-re-trentatre/>



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