



Methodological guideline for teaching and handling the topic of xenophobia and racism in the classroom with the help of peer learning

This guide was created as part of the project **Let'S make A difference bY combating xeNOphobia!** funded through the **Erasmus +** program. The project falls into the category of *Strategic Partnerships supporting exchange of good practices*. Four schools from Iceland, Poland, Romania and Sweden participated in this project, respectively Grunnskóli Vestmannaeyja, Zespól Szkół w Staninie Publiczne Gimnazjum, „Alexandru Odobescu” National College from Pitesti and Almåsskolan, from Lindome, Mölndal which is also the coordinating school.

Since the first Transnational Project Meeting in Sweden, it was established how the students would work within this project in order to achieve all its objectives. Therefore, the students were organized into multinational focus groups where they were to work together on case studies and to collaborate in order to develop their own materials related to xenophobia and racism.

FOCUS GROUPS

The term **focus group** refers to the role of the group members who are focused on a particular discussion topic. They are encouraged to express their opinion regarding the cases presented in the discussions within the group. It has the purpose of discussing one topic or issue in depth, therefore an optimal focus group has to deal with approximately five questions. In the development stage the researcher should brainstorm in order to develop a list of questions and then prioritize which questions are of most importance. The questions should be open-ended because the intent of the focus group is to promote discussion. Yes/No



questions or questions that are too specific can limit discussion and decrease the value of a focus group.

Usually, a focus group consists of 6 to 10 participants. In order to be effective, it has to be led by a trained moderator. The first task of the moderator is to create a relaxed environment. It is important to help focus group participants feel comfortable right away by establishing a warm atmosphere and make them feel more comfortable.

One of the safest and most frequently used methods is to organize ice-breaker activities. An ice-breaker can be a moderator's best friend, as it helps to ease the participants into the swing of things. Starting off by giving everyone a badge is a good idea so that they know each other's names and also make the environment feel friendlier. It can be continued by asking everyone to answer one or two simple questions – such as 'where do you live?' or 'tell us something unusual about yourself' – can help make them more comfortable with each other and more willing to provide in-depth answers during the focus group.

A very good alternative to using name badges is the ice-breaker Zombie Game Name where all the participant students stand in a circle and say their name loudly, as if they were zombies. The moderator chooses one student to be the "zombie". The "zombie" walks in the middle of the circle zombie-style; arms stretched in front, head to the side. Call a student's name. The zombie heads toward that student. The student must try to call another student's name before the zombie reaches him/her. If the zombie is able to tag the student before he/she can call a new name, that person becomes the zombie.

Whom to Leave Behind is another ice-breaker that can be successfully used in non- formal focus groups activities. This type of problem already puts the students in the situation to make a decision together within the working group, which also means taking responsibility.



Instructions: The twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify. Your task is to select the passengers who will make the trip. On your own, take approximately 5 minutes and rank order of the passengers from one to twelve based on those who you feel are most deserving to make the trip with one being most deserving and twelve being least deserving. Next, the entire group will come together and decides as a group the eight (8) passengers who will make the trip. PLEASE NOTE: When you make your decision as a group EVERYONE must agree on the final eight passengers and come to a consensus. You are NOT allowed to vote or take a 'majority rules' decision.

Original passenger list:

- ___ an accountant with a substance abuse problem
- ___ a militant African-American medical student
- ___ a 33 year old female Native American manager who does not speak English
- ___ the accountant's pregnant wife
- ___ a famous novelist with a physical disability
- ___ a 21-year old, female, Muslim international student
- ___ a Hispanic clergyman who is against homosexuality
- ___ a female movie star who was recently the victim of a sexual assault
- ___ a racist armed police officer who has been accused of using excessive force
- ___ a homosexual male, professional athlete
- ___ an Asian, orphaned 12-year old boy
- ___ 60-year old Jewish university administrator.



It's important for the moderator to remain neutral and to avoid asking leading questions that might influence participant's answers. The success of the focus group depends on the moderator ability of guiding the discussion and keeping it focused, while steering clear of getting involved in it.

Focus groups activities not only provide insights into how people think, but also give a deeper understanding of the phenomena being studied. The participants will gain insight into their reasons for those opinions which the real strength of a focus group. In other words, you will understand the "Why?" behind their responses.

In relation to this function, there are three aspects that can be of great help in ensuring the success of a focus group. Firstly, the open-ended questioning format of a focus group helps explore participants' comments. Focus groups stimulate the participants so that one person's comment triggers additional spontaneous comments from others.

Moreover, there is an underlying assumption that participants are usually more willing to express their opinions amidst the security of other people who share some of their concerns and interests. Focus groups provide a sense of anonymity and security for the participants. In addition, the atmosphere in focus groups is one of sharing and discussing rather than just interviewing, because moderators encourage participants to interact directly with each other. Thus, the format of the group is conducive to gathering information not only about how people feel, but also about why they feel that way. This is the essence of a focus group.

That's why the moderator has such an important role in a focus group it's not just what they ask, but *how* they ask and *how* they listen. Their body language and posture should demonstrate to participants that they are interested in what they have to say. Listening attentively and making eye contact helps participants



understand that their input is valuable, as a result the students are which encouraged to share even more.

An example of an activity that can stimulate students to ask themselves questions and share their thoughts is *Diversity Beans*, which is mainly related to our expectations and, consequently, to our reactions in situations where the result is different than the expected one.

Materials Needed: One jar of jelly beans;

Purpose: The purpose of the diversity beans activity is to encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance. The beans come in six different colors and six different flavors for a total of 36 different combinations. The trick is that you can bite into an orange diversity bean and in addition to it being orange flavored, it could also be cherry, lemon, lime, vanilla, or licorice. They provide a reminder that diversity means not judging people based on appearance or background.

Instructions:

1. Set up the chairs for the group members in a circle.
2. Pass around the jar of jelly beans and ask each group member to take 1-2 and not eat them.
3. Go around the circle and ask why each person chose the jelly beans that they chose.
4. Ask for people to identify what their least favorite jelly bean flavor is.
5. Ask everyone to eat their jelly bean.
6. Ask people to raise their hand if they tasted the flavor they expected.
7. Ask people to raise their hand if they tasted a different flavor than they expected.
8. Ask people if they liked what they tasted better than what they expected.
9. Ask everyone who had a red jelly bean to raise their hand and then discuss what they tasted; continue for each color (yellow, green, orange, black, and white)
10. Discuss how this is related to diversity.



The evaluation of the impact on the participating students was made with the help of questionnaires that were created in such a way as to provide feedback on the information received, on the processing mode and on the effect produced.

Students focus groups' questionnaire:

Give your opinion by grading from your own perspective, from 1 to 5, according with the list:

- 1: strongly disagree
- 2: disagree
- 3: neutral
- 4: agree
- 5: strongly agree

Here are five statements.

1. "Working in a focus group has challenged my way of thinking"
2. "I have the knowledge to make independent decisions regarding xenophobia"
3. "I have raised my skill regarding ICT tools"
4. "I think social interaction help me to make better decisions regarding xenophobia"
5. "I am confident to participate in a debate regarding xenophobia/tolerance/social interaction"

PEER LEARNING

Another dimension that can be achieved by organizing students into focus groups is the fact that they gain the opportunity to learn from each other, **the peer learning**, a teaching and learning strategy that involves groups of students working together to solve a problem, complete a task or create a product. Each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

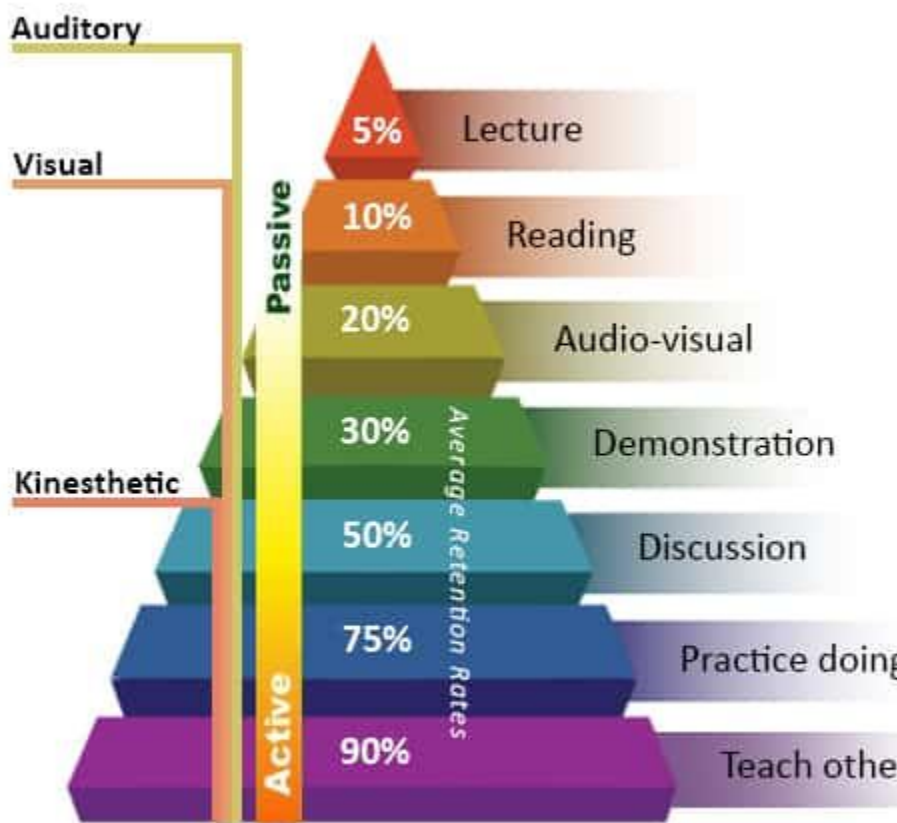


The innovative aspect of the project *Let'S make A difference bY combating xeNOphobia!* is that it combines ICT tools with peer learning methodologies and non-formal learning as a way to engage students in a theme that is important for their development into respectful human beings and for the promotion of human rights of all students, regardless of ethnic, racial or religious backgrounds.

This type of learning not only involves individuals exchanging knowledge and experience with each other, but also diffusing this learning back to their organisations so as to ensure a full impact on targeted reforms. While peer learning entails complex organisational logistics, it avoids the risk of focusing on process rather than product. It recognises that ultimately learning takes place between individuals and it facilitates interpersonal interchanges that are well matched and that are based on trust and commitment.

The "learning pyramid"¹, sometimes referred to as the "cone of learning", developed by the National Training Laboratory, suggests that most students only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others.

¹ <https://www.educationcorner.com/the-learning-pyramid.html>



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

This type of learning ensures what is called a positive interdependence based on the fact that a group member can't be successful without the other members also being successful. The problems need to be structured in such a way that, students need each other (sink or swim together) to complete the task and to maximise their learning.

The factors that ensure success in peer learning are strictly connected with certain aspects to be considered. The first one is related to the field of study and what the hoped-for benefits of fostering peer learning in this context are. On the individual level, actual peer learning follows the stages of initial engagement and sustained involvement. Another one is related to the structure of the group, respectively the roles that the members of the group play. This process can be



done naturally, by self-appointment, or by instructor-assignment, or a combination of both. The roles that students can play in a peer learning group are the usual ones for any other group activities: leader, note-taker, reporter and questioner or naysayer, elaborator- who explains or extends the group ideas, opinion seeker- who elicits value statements from the group.

Last but not least, it is about the mechanisms by which the effectiveness of peer learning is measured and the assessment of what the actual gains are. For this final stage, the organizer should go back to the expectations and make the evaluation according to the proposed goal.

During the development of our project, there were several activities in which the students were organized into focus groups and benefited from the advantages of peer learning. A nice example of working in national groups was when they translated the poem "Cosmopolite in Denmark" of the Danish poet Benny Andersen into their mother tongue and to adjust the content to their own culture and traditions. The students received the English version of the poem and their task was to create a poster, therefore they had different roles within the group in order to fulfil their task properly, such as translator, designer, decorator.

Cosmopolite in Denmark

As a child I learnt good old Danish
children's dances with foreign names:

Jig

Rheinlander

Tyrolean Waltz

Quadrille

As a teenager: English Waltz

Argentinean Tango

Brazilian Samba
but I dance them in my rather Danish style

I was confirmed in a religion
from the Middle East
Aladdin's lamp
The Magical Flying Carpet
Sinbad the Sailor
Ali Baba and the Forty Thieves
Open Sesame!

When I wrote my first love letters
I didn't carve them with runes
like the old Norsemen did
in fact, I'm rather bad with runes
I used Latin letters
and she understood them pretty well!

I drink coffee from Java and tea from Ceylon
French red wine
Spanish sherry
Scottish whisky
Rum from the West Indies
Russian vodka
but no matter how much I drink
I still get tipsy in a very Danish way!

And the language I sing and speak
is woven together with words from all over the world
not only German, English and French
No, listen to my words from Greenland:
anorak - kayak - tupilaq
Turkish: yogurt - kebab
Finnish: sauna
Arabic: almanac - coffee



Chinese: tea
Mexican: tomato
Australian: boomerang - kangaroo
South African: apartheid
I can go on - so I will:
Japanese: kimono - karate
Malayan: bamboo - ketchup
Indian: bungalow - pyjamas
I know them by heart in my sleep
Words from all over the Earth
meet in my unique mouth
and every time I speak them
they sound more and more like Danish

My shirt is made in India
my shoes are made in Italy
my car is made in Japan
my watch is made in Switzerland - or Hong Kong
but amidst it all I am so very Danish
The whole world gathers inside of me
and has been stirred thoroughly together!

Open Sesame...
Or is it me who is Sesame?
Anyway, I want to open

Our students worked during the Learning Teaching Training Activities in international focus groups and made a series of short films in which they approached the topic of xenophobia, discrimination, segregation by presenting situations inspired by everyday life. These products can be found on the project YouTube Channel and they can be used in non-formal activities aimed at social inclusion, combating discrimination and developing social skills and intercultural competences.



Suggestion 1. https://www.youtube.com/watch?v=8wKlr_hUAAC

Suggestion 2. <https://www.youtube.com/watch?v=xIXnPON4VmE>

Suggestion 3. https://www.youtube.com/watch?v=WvzVZUj_24g

Suggestion 4. <https://www.youtube.com/watch?v=g0Z3z7nxHC0>

Suggestion 5. <https://www.youtube.com/watch?v=idTe9Gf9IIA&t=24s>

Suggestion 6. https://www.youtube.com/watch?v=GtpGm_r_XVg

Suggestion 7. https://www.youtube.com/watch?v=T003_IrhiiY

History of xenophobia

In order to dismantle and better understand the causes of xenophobia and racism manifested in civil society today, the teachers involved in this project discussed at the first transnational meeting the importance of historically tackling this social issue. Therefore, they agreed with the production of filmed materials in which each of the participating countries should present aspects related to this topic that took place in the last one hundred years.

To solve this task, the students were organized into focus- groups. The pre-production focused on making the script, mainly based on the selected events and the story outline. In the production phase, the students organized the material so as to have also visual support for the documents and the written material. During this stage, the students responsible with research and the translators were mainly in charge. The post-production phase was the responsibility of the IT specialists who reviewed the footage and assembled the movie.

The products made in our project, respectively the filmed materials, can be used in formal or non-formal activities for teaching social aspects related to tolerance, discrimination and xenophobia. They bring to the fore some facts,



events and attitudes that took place in the past of the countries involved in this project. The understanding of the past can throw light on certain phenomena of the present, such as stereotypes, mentalities and prejudices that lead to discrimination and racism.

These films produced by the students participating in the focus group activities can be found on the YouTube channel of the project. They are accompanied by follow-up questions created by the authors to be a point of analysis and debate for those who want to use them in the classes of social studies or civic education.

History of xenophobia

Suggestion 1. <https://www.youtube.com/watch?v=yZwwpwj2scQ&t=28s>

Questions:

Fifty Shades of Xenophobia

The *Icelandic documentary* is about the last 150 years or so of immigration, xenophobia and racism in Iceland. The country was quite isolated for centuries and didn't have many immigrants until recently. We hope the film gives you a short insight to the Icelandic history.

1. How does the title of the Icelandic movie, "Fifty shades of Xenophobia" refer to the topic of the project?
2. If people were not moving from one country to another and therefore not influencing each others culture, how would the world be different?
<http://vertunaes.is/naesland/?lang=en>



3. What seem to be the common things that people moving to Iceland miss or find hard to adjust to? Do you think it's similar in your country?

Suggestion 2 https://www.youtube.com/watch?v=kHSST00_4UA

Questions:

Poland History of Xenophobia and Racism

Although the documentary was about the history of racism and xenophobia in Poland in the past, we present questions which should provoke us to think not only about Poland but also about the world.

1. Is Poland getting more xenophobic and racist?

We started the history of racism and xenophobia in Poland in the 10th century. You got to know some information, facts linked to the relations between Poles and other nations.

1. Did Poles learn from their experience in creating relationships with people of different cultures, religions, nations?
2. Is it possible to live in a perfect world where everyone has equal rights.
3. What factors have the biggest impact on creating positive relations between residents of particular country and immigrants? Is it a political party, family, school, economic situation of the host country?

2. Holocaust

1. How did the Holocaust change the world?
2. Do young Europeans are taught about Holocaust? Do you know enough?



3. What would you say about Poland in the past if you were a Jew or a Gypsy,?

You have already watched the film about xenophobia and racism in Poland in the Past and you know that Poland was described by other nations, as Paradise but also as Hell.

1. Imagine you are a Jew or a Gypsy. What would you say about Poles at that time? List advantages and disadvantages of living in Poland

Suggestion 3 <https://www.youtube.com/watch?v=2RORDv5KPo4&t=1551s>

History of Xenophobia in Romania

I. The *Paris Peace Conference*, also known as *Versailles Peace Conference*, was the meeting of the victorious Allied Powers following the end of World War I to set the peace terms for the defeated Central Powers where Supreme Council established '*The Committee on New States and for The Protection of Minorities*'.

Poland was the first country that signed a treaty which guaranteed minority rights in the new nation. By 1924 Albania, Austria, Bulgaria, Czechoslovakia, Estonia, Greece, Hungary, Latvia, Lithuania, Romania, Turkey, and Yugoslavia had recognized minorities as collective entities and had agreed to respect their national rights.

The balance found after WWI was ruined by the new Nazi policies and organizations that swept Europe during the interwar period. The Romanian Legionnaire movement, the Iron Guard, is one of them. They promoted ultra nationalism as a form of "ideological rebirth".

The Nazi propaganda of that period, presented the Jews as guilty for the world economic crisis that preceded World War II, along with many others evils. Thus, a negative stereotype was created and used as a form of justification for racist actions undertaken by pro-Nazi governments in Europe.

1. What were the immediate effects of the ultra nationalist policies?



2. Do you think there is any similarity to today's situation? Is there a tendency to blame an entire population or minority for something? (**Yes/ No** answer. *If Yes, please give reasons or examples*).
3. Is there still a tendency to create negative stereotypes? (**Yes/ No** answer. *If Yes, please give reasons or examples*).
4. To what extent can stereotypes lead to racist or xenophobic manifestations? (*answer on a scale from 0 to 5; 0= not at all 5= to a great extent*)

II. On September 4, 1940, the Legion formed a tense alliance with Marshal Ion Antonescu. The alliance lasted only for a few months as the two parties wanted to get the absolute power. During the Legionnaire rebellion, members of the Iron Guard instigated a deadly pogrom in Bucharest. During the days of the rebellion, Antonescu avoided direct confrontation with the Legionnaires, but brought military units, including 100 tanks, into Bucharest from other cities. However, he didn't take any action until after the killing of hundreds of innocent people.

1. To what extent do you agree to some historians' opinion that during the Legion rebellion, Antonescu had the chance to stop genocide? (*answer on a scale from 0 to 5; 0= not at all 5= to a great extent*)

III. In May 1946, Ion Antonescu was prosecuted in a series of People's Tribunals, on charges of war crimes, crimes against the peace and treason. The tribunal was compatible with the Nuremberg Trials in Allied-occupied Germany. He was found guilty of all charges and executed. On the other hand, few Romanians involved in organizing the Holocaust were prosecuted, and, of those, none were executed after the Antonescu trial, due to nationalist resistance within the administrative and judicial apparatus and to communist fears of alienating a too large number of people.



Would you characterize these trials of People's Tribunals in Romania as fair?
(answer on a scale from 0 to 5; 0= not at all 5= extremely fair)

- IV.** What are the causes of the Roma mistrust against the "state" or against the status quo, in your opinion?
- V.** What are the consequences of the persecution of Sinti and Roma during the holocaust?

Suggestion 4 <https://www.youtube.com/watch?v=o7yJ1B47RSQ>

Questions:

This documentary is about the last 100 years of xenophobia and racism in Sweden. The aim of our film is to show you what different groups have been subjected to discrimination and prejudice during different periods. We also try to show you the background for this xenophobia.

1. As you can see in the beginning of the film Sweden has a dark history of oppressing its native inhabitants called the Sami people. What other native groups do you know about? In your country and the rest of the world? Why do you think that native inhabitants get treated so badly?
2. In our film we give examples of different push and pull factors for immigration. Discuss what you think are the most important push and pull factors now and also in the future (globally).
3. Migration is a part of human history not only during the last 100 years. It will also most likely be a big part of our future. What can we do to make



migration an accepted part of our society? How can we teach people to accept each other even if we are from different cultures?

Even if students learn history at school, they do not address issues related to the history of xenophobia in depth. Often, they are neither familiar with the ethnic minorities they live with, nor with the cultural or religious particularities specific to these minorities. In order to widen the cultural and social horizon of the students, an activity centred on these ethnic groups can be realized. We offer this material as a model for those interested in enriching the students' knowledge and, implicitly, in increasing their level of tolerance, understanding and respect.

<https://prezi.com/view/d9W2YkvK9n07DDhATUkk/>

The students were organized into focus groups so as to have researchers, translators and IT specialists in every group. Each group was assigned to gather information on the main locations, history, traditions and actual representation of the ethnic minorities. The data were uploaded on padlets, one for each focus group. Then, the groups went through the “brain storming” stage on what should be included and how the task should be presented. In order to have feedback on what they learned by working together to accomplish this task, a set of follow-up questions was designed.

Questions:

I. Studying the ways in which minority populations arrived in Romania, one can distinguish the situation when people persecuted in their own countries sought shelter and understanding, hundreds of years ago. The local population at that time proved to be empathic, although they did not speak the same language, did not have the same culture or religion.

1. Is there any similarity to the current situation in Europe or the world today?



(**Yes/ No** answer. If **Yes**, please give reasons or examples).

2. What do you think we should learn from our great-grandfathers? (*students' own answers*)

II. Many representatives of the minorities on the territory of Romania have contributed, over time, to the cultural and economic development of the country, founded schools, libraries, places of worship. They were scientists, scholars, businessmen, artists.

1. To what extent do you think we should appreciate and treasure this legacy?

(*answer on a scale from 0 to 5; 0= not at all 5= to a great extent*)

2. Without the contribution of these people, Romania today would be...

Choose from:

- A) Richer;
- B) Poorer;
- C) The same;
- D) I can't evaluate.

III. Among the many ethnic groups living in Romania, the Roma community seems to be the only one who came here against their will, during the second wave of migration. According to the documents of that time, they were brought here as slaves from the Byzantine Empire in the 15th century.

1. Do you know any situation where people were taken by force to other territories and used as slaves? (**Yes/ No** answer. If **Yes**, please give reasons or examples).

2. Many European historians have concluded that the Roma population endured 500 years of slavery and that their evolution after being released has been heavily influenced by this burden. To what extent do you agree with this theory?

(*answer on a scale from 0 to 5; 0= not at all 5= to a great extent*)



IV. In 1940, the pro-German government approved a legal status for the regulation of the Romanian Jews' situation and they were turned into second-class citizens. The Nazi propaganda of that period, presented the Jews as guilty for the world economic crisis that preceded World War II, along with many others evils. Thus, a negative stereotype was created and used as a form of justification for racist actions undertaken by pro-Nazi governments in Europe.

1. Do you think there is any similarity to today's situation? Is there a tendency to blame an entire population or minority for something? (**Yes/ No answer. If Yes, please give reasons or examples**).
2. Is there still a tendency to create negative stereotypes? (**Yes/ No answer. If Yes, please give reasons or examples**).
3. To what extent can stereotypes lead to racist or xenophobic manifestations? (*answer on a scale from 0 to 5; 0= not at all 5= to a great extent*)

Xenophobia today

Many educators are hesitant to talk to their students about differences because they don't want to draw attention to them. But whether you talk about those differences or not, children notice when someone looks different than they do. Therefore, talking about racial identity and bias with students means acknowledging what they already know: people are different, and the world is not colour-blind, although starting constructive conversations about racism and bias can be daunting, regardless of audience. On the other hand, ignoring these conversations of racism and bias won't help young students, even for educators who worry about disrupting their curriculum.

When educators avoid talking about differences and discrimination, experts say, children learn that the topic is taboo and they even might come to believe



the differences they notice are more important than they really are. They also notice when certain groups seem to be treated differently than others.

Being honest with children also means expecting a response to that honesty. With topics that can feel delicate for many people, that response will not always be positive. And they might be hesitant to ask questions, missing opportunities to challenge and correct stereotypes.

In order to address the problem of racism and xenophobia in today's society, we propose our materials made by the students participating in the project, a series of films presenting aspects that can be encountered in everyday life, in communities, on the street or in institutions.

Suggestion 1 <https://www.youtube.com/watch?v=YblyWpkmRal>

Questions:

“Xenophobia is the fear and distrust of that which is perceived to be foreign or strange.”

1. In our movie we show different types of xenophobia in Iceland today. Can you pinpoint which scenes depict a) national discrimination, b) racial discrimination and/or c) linguistic discrimination?
2. Why do think that foreign workers are cheated in Iceland? Why does it happen again and again? Is that something you know happens in your country, too?
3. Are foreigners categorized in Iceland, you think? Which group of foreigners is treated worst?



4. Foreigners are easily stereotyped in Iceland. Did you notice which group of foreigners gets to hear the same “jokes”, racist clichés, again and again? Is this something you know happens in your country?

Suggestion 2 <https://www.youtube.com/watch?v=tfU8KQMyugo&t=21s>

Questions:

A group of students from year 9 have made a collection of three shorts films about xenophobia and racism today. What for? Some of you can ask. And that’s a good start of our discussion.

Film 1. The film highlights the fear of strangers inside people’s hearts and brains. Is Polish society different from society you belong to?

Film 2. Suicide attempts among children reveal that behind these acts of despair there are young people who cannot overcome their problems. What should be done and by who to help young refugees to adjust to their new lives outside their home countries?

Film3. What makes people more open to immigrants?

Suggestion 3 <https://www.youtube.com/watch?v=7EXuwDEg7dY>

Questions:

About 10.5% of Romania's population is represented by minorities. Although constitution and laws give these citizens equal and full rights, prejudices and mentalities are hard to change.

Our film presents three hypostases where people are discriminated against.



1. *The Match* is related to discrimination in sports and in schools. Do you think this kind of xenophobia and bullying is common to many countries?
2. In *The Party*, Maria is rejected by a social group because she does not conform to a certain pattern of behavior. Is this a form of discrimination, social bullying or both?
3. Despite being properly qualified, Andrei's application is declined after the job interview. Do you think this type of discrimination occurs quite frequently in modern society?
4. Racism, discrimination and xenophobia are not naturally instinctive reactions of the human beings but rather a social, cultural and political phenomenon. The end of the film suggests that change can be made not only by actions taken in parliaments and offices, but by the attitude and reactions that we, common people, have and display at home, in our families, in the streets, at school or at work. To what extent do you agree with this point of view?

Suggestion 4 <https://www.youtube.com/watch?v=Q9e1uOhXabl>

Questions:

Sweden and prejudice

1. Do you think people in general have become more racist in your country? In the world? If that is the case, what is the reason for that? Have people become more aware of xenophobia or are people actually more racist?
2. One of the most common places where people are exposed to racism is on the internet and in social media. What can be done to combat racism in a virtual world?
3. In our films we try to show how to act when you see someone being the victim to discrimination. How confident are you when it comes to acting/reacting in a similar situation? What would help you be more confident?



4. Part of our project is about combating the ignorance and fear that exist for what is unfamiliar. How can we practically do this? What have we already done?

CASE STUDY TECHNIQUE

The case study technique was used within the project in order to create the understanding of the mechanisms and expression of xenophobia and racism and how to combat it. The case method is an excellent way for students to learn new cognitive skills, as well as improve their analysis and evaluation skills. Here is a list of the skills that can be improved, and how the case method helps this process.

Knowledge – This is the student's ability to remember information and ability to recall it.

Comprehension – This is the student's ability to understand what they are learning. The case method helps this by using examples in a real-world context.

Application – This is the student's ability to use their knowledge in new ways. This could mean new rules, ideas or theories. The case method helps students understand how these ideas and theories are used in the real world.

Analysis – This is the student's ability to break down information so it can be better understood. Since analysis is the basis of the case method, this skill is greatly improved.

Synthesis – This is the student's ability to form new ideas. Case studies help this skill by requiring them to identify new information and concepts. This is developed during group activities and discussions.

Evaluation – This is the student's ability to judge information for a particular reason. Again, this skill is a hallmark of the case study method, and the use of cases will help improve the student's evaluation skills.

The largest advantage of the case study method is that students must actively and openly discuss the principles of the study. In *“Let’S make A difference bY combating xenophobia”* we have approached case studies of well-known xenophobic incidents, historical or modern were used. These cases helped our

students to become acquainted with this delicate subject and to gradually approach the understanding of the phenomenon and the prejudices that generate xenophobic manifestations.

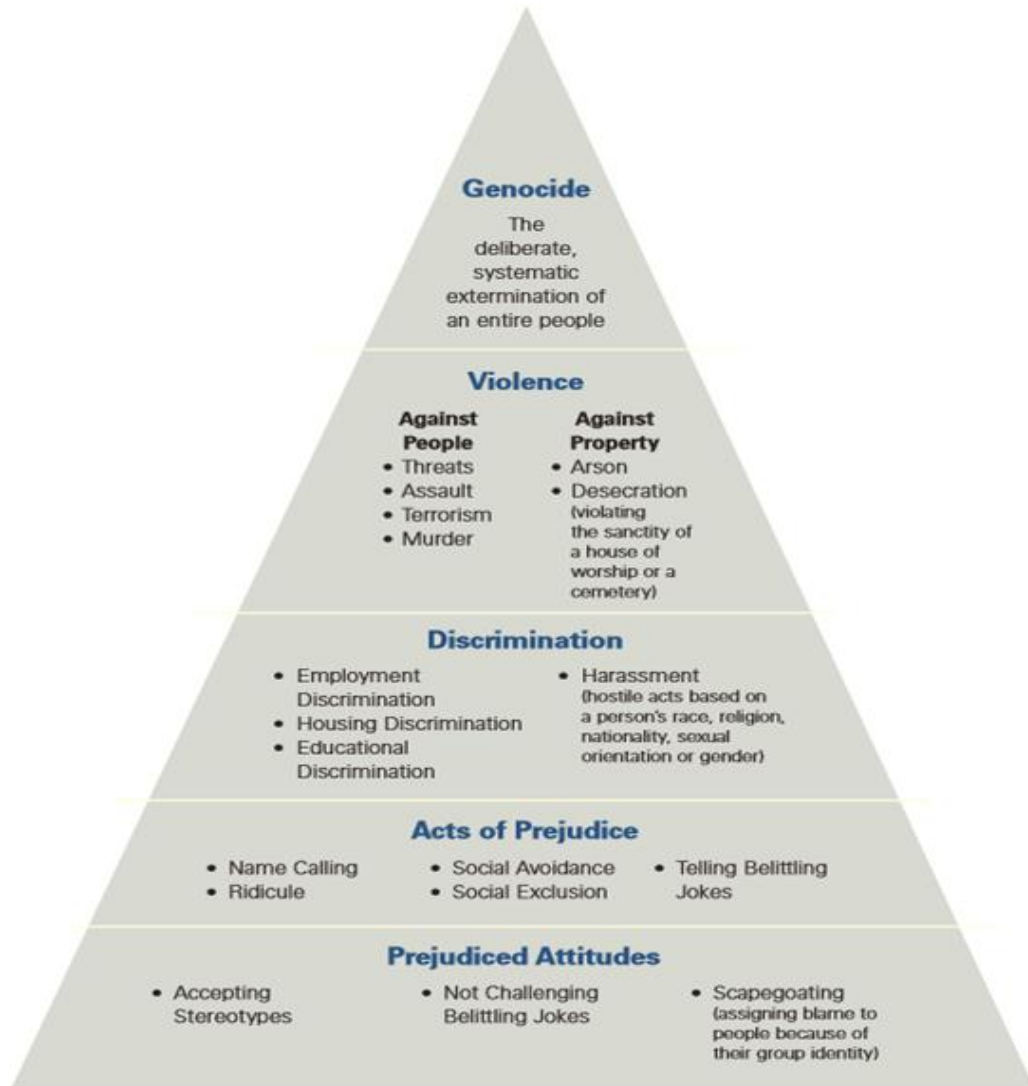
One of these cases is well known in Sweden .John Hron was a Swedish 14-year-old boy who was tortured and murdered by four young neo-Nazis. The case was heavily publicized at that time and, in addition, in 2015 Swedish writer and director Jon Peterson released a film made after this tragic story. The strong reactions to the horrific nature of the crime caused decision-makers and society at large to take immediate, forceful action. These concerted actions how this became a basis for the Tolerance Project. The case of young John Hron can be approached in non-formal teaching classes from different aspects, depending on the age and education particularities of the students.

A suitable tool to stimulate students' thinking is the Pyramid of Hate² which enables understanding of how small acts of prejudice can escalate to extreme violence. Each step in the pyramid is explained with examples to help illustrate the concepts. The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.

² https://www.holocaustcenterseattle.org/images/PDF/pyramid_of_hate.pdf



PYRAMID OF HATE





We suggest the following materials as examples of cases where the Pyramid of Hate can be applied, an analytic tool: the first one the true story of a survivor from Auschwitz synthesized in a short film that focuses on the key aspects of his life, as well as on the emotions and feelings of guilt known as the survivor syndrome; the second is related to the influence that a hateful speech of a politician can have on society.

<https://www.youtube.com/watch?v=d1eYTILZSww&feature=youtu.be>

https://prezi.com/fz-wdNIKODSZ/human-rights/?utm_campaign=share&utm_medium=copy

Another tool that can be used when working on particular issues connected to xenophobia and racism is the **Oxford Debate Technique**. By using this the students benefit from improving the following skills:

- Reading Comprehension
- Critical Thinking
- Organization Skills
- Effective Communication

When debating, teams explore arguments for and against a specific proposition

Debating can be an effective and practical learning tool

Debating allows several different qualities to emerge, including: collecting and organizing ideas, evaluating ideas, seeing logical connections between ideas, adapting to new situations quickly and efficiently, and speaking persuasively.

As the audience is acting as a judge in the debate, the debaters should remember a few rules:

- The debater should not deliver too many facts in a short time.
- The debater should present the information to the audience as a completed work, not short facts glued together.
- The language used in a debate must be intelligible, free of jargon and clichés.
- The speech must be clear, well-organized, and informative
- Good use of transitions is the key to a good debate.



Students will be divided into two groups, each with 12 students. Each group will divide itself into two teams (6 members each): one team will support the proposition (the affirmative team). The other team will oppose the proposition (the negative team). When one group is debating, the members of the other group will act as judges. The total time for the entire debate should be between 30 to 35 minutes as a few extra minutes will be spent for the transition between speakers.

Judging criteria:

How well did the speakers communicate their ideas?

How much information did the speakers know about their topic?

Were the team members polite?

Did the second speaker on each team build on what the first team member had said?

<https://www.youtube.com/watch?v=yi6Im-Sb6Vw&t=29s>

Another dramatic occurrence discussed within the focus groups was the situation in which the inhabitants of small Icelandic island of Heimaey became refugees in their own country following the Eldfell volcano eruption of 1973. Within a day's time, almost the entire island was safely evacuated, but most residents returned only after a year to their homes. Students were asked what objects they would take with them so that they fit in a backpack and bring along if they had to evacuate their hometown due to war, persecution, natural disasters or other. Under the pretext of a list of objects that each student made, either on paper or in the form of a photograph and which they discuss together, they got to conjure up the limit situation when people are forced leave their houses or even the country. Thus, students stepped into the shoes of those who are compelled to leave everything behind and to flee from the disaster, and who are often viewed with suspicion and even hostility.

For two years, from 2017 to 2019, the partners schools in *Let'S make A difference bY combating xeNOphobia!* developed a series of practices and



procedures in order to collaborate effectively and reach their final goals. The materials created by the students under the coordination of the teachers represent final products of the research and the work carried out in focus groups. Both students and teachers benefited from the advantages of peer learning.

This methodological guideline for teaching and handling the topic of xenophobia and racism in the classroom with the help of peer learning does not represent an exhaustive approach to this social problem, but only makes some suggestions related to the materials that were used in the project, as well as the possible use of those that represent project products.



Erasmus+

