



LESSON PLAN AND WORKSHOP DESCRIPTION:

The Power of Communication to Overcome Discrimination

Project Cycle Management: Internship

Lecturer: Bou Mosleh, Dima

Ikram, Nadia

Rebollo Blanco, Leyre del Carmen

Postgraduate Programme International Educating Class

Academic year 2017 - 2018

UCLL Leuven

Belgium

Index

Introduction	3
General purpose	3
Spaces	3
Timeline	4
General objectives.....	4
Target audience.....	5
Competences.....	5
Contents.....	6
Pedagogical approach	7
Methodological and organisational aspects.....	8
Spaces	8
Organisation of the students.....	8
Materials	8
Activities	8
Materials.....	8
Evaluation.....	10
Pre-evaluation	10
Continuous evaluation	10
Post-evaluation.....	10
Lesson	10
1 st session: 12 th of December 2017.....	10
Activity 1: “Promotion of equal treatment between students of all ethnicities”	11
Activity 2: “Increase of cultural knowledge”.....	11
Workshop	12
2 nd session: 13 th of December 2017.....	12
Activity 3: “Promotion of intercultural communication”	12
Activity 4: “Deeper acquaintance of the different cultures and ethnicities”...	13
Activity 5: “Appreciation of all races, cultures and ethnicities”	14
Assessment recommendations	14
Topics for further consideration	15
Conclusion.....	15
References	16
Annex 1: Pre-questionnaire	17
Annex 2: Cards for Activity 1 and 2.....	18
Annex 3: PowerPoint for Activity 2	19
Annex 4: PowerPoint for Activity 3	22
Annex 5: Post-questionnaire.....	23

Introduction

In the following pages the lesson plan will be expounded, whose topic is **the power of communication to overcome discrimination** based on the digital story we created for Comundos, which will be displayed in the lesson. This digital story, and therefore the lesson and workshop based on it, are inside the theme of Human Rights and they are oriented to international university students. We chose to work on this topic considering the importance of Article 2 of the Universal Declaration of Human Rights, trying at the same time to contribute to the fulfillment of SDG 10 of UNESCO for 2030, likewise collaterally affecting SDGs number 4, 16 and 17.



IMAGES 1, 2, 3, 4
SDGs 4, 10, 16, 17

SOURCE: "Communications materials - United Nations Sustainable Development" (n.d.)

General purpose

Concerning the **general objective** of this project, it can be said that society is experiencing a surge in discrimination, due to the increase of extremist nationalist ideologies in the political sphere which are subsequently transmitted to the citizens. This turns discrimination into a major problem to overcome and we have decided to give communication the chance to become the tool to liberate people from it. Being aware of all the different kinds of discrimination, cultural and racial discrimination will be the ones on which our workshop will focus on.

Spaces

The **international socio-cultural university centre Pangaea of KU Leuven** stands as the most suitable place to develop our workshop due to the multicultural and young atmosphere which it embraces. In order to provide a benefiting environment for the implementation of our workshop, a room which could host up to 10 people will be rented. This room will provide us with tables, chairs and a projector.



IMAGE 5
Pangaea exterior
 SOURCE: site 2015 (2015)



IMAGE 6
Pangaea interior
 SOURCE: Caicedo, J. (2014)

Timeline

The implementation period of the lesson and the workshop will be on **12th and 13th of December 2017, from 16:30 to 19:00**. The first and the last 20 minutes will be used for preparing and tidying up the space used.

December 2017 Calendarpedia
Your source for calendars

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
46	27	28	29	30	1	2	3
49	4	5	6	7	8	9	10
50	11	12	13	14	15	16	17
51	18	19	20	21	22	23	24
52	25	26	27	28	29	30	31

© www.calendarpedia.co.uk 26th: Christmas Day, 26th: Boxing Day Image: iStockphoto.com

IMAGE 7
Calendar of December 2017
 SOURCE: December 2017 Calendar With Holidays UK (2017)

General objectives

There are five main objectives set on this lesson and this workshop, all of them related to **social abilities**:

1. **Equality:** the elimination of discrimination should provide students with equality between them. It is ambitious to consider that this workshop will

completely erase discrimination in the student's community, but we believe it will contribute to it.

2. **Awareness:** awareness becomes crucial when it comes to addressing any problem. Equally, being conscious about the existence of discrimination is a first step towards fostering equality between cultures and ethnicities.
3. **Empathy:** to understand the consequences of discrimination, empathy is an important skill to acquire. Not every student is affected in the same way by discriminative behaviors and it is important to make students able to comprehend the way others are influenced by discrimination and the further effects it has in their lives.
4. **Gratitude:** learning lessons from others is mentioned in our digital story, since people coming from other cultures can bring new knowledge to us. Therefore, feeling grateful for having the opportunity to hold a conversation with a person from a different cultural background is a beneficial attitude to erase discrimination.
5. **Appreciation of differences:** appreciating differences is a direct consequence of acquiring awareness, empathy and gratitude; and a cause of equality. It is hence a symbiosis of all the objectives, turning out crucial to reduce discrimination.

Target audience

This lesson plan has **international university students** as a target group. Thanks to their multiculturalism and high educational level, the lesson and the workshop will be positively enriched with their interventions, and the outcomes will be more meaningful. As educated young adults, their perspectives and ideas will have a great added value to the open dialogue on discrimination.

Competences

This lesson and this workshop will allow students to develop the next seven competencies:

1. **Linguistic communication:** being able to communicate is an essential skill in order to erase prejudices and become closer to other cultures, and therefore to hold the intended dialogue on discrimination.
2. **Digital competency:** the opportunity of the students to research about a discriminated group in their country will improve their digital competency.
3. **Critical thinking:** the different debates and dialogues on discrimination included among the activities will promote student's critical thinking in order to analyze the addressed problem.
4. **Learning to learn:** the creation of a mindmap in one of the activities and the use of communication as a learning tool will provide students with new ways to learn.
5. **Civil and social competences:** this workshop will increase students' open-mindedness, empathy, critical thinking, gratitude and non-judgement.
6. **Initiative sense:** students will be encouraged to put into practice what they learnt in the workshop and take action against discrimination in their influence zone.
7. **Conscience and cultural expressions:** the multicultural dialogue will increase students' conscience on different cultural expressions and their own.

Contents

The different activities of the lesson and the workshop will include the following contents:

1. **Discrimination:** covering the unjust treatment of a certain group of people who belong to a certain race, ethnicity or culture.

2. **Culture:** including the different social relations, customs, ideas and lifestyles.
3. **Ethnicity:** understood as the feature of a person regarding its national or cultural traditions.
4. **Communication:** both as a tool and as a goal in the form of an open dialogue.
5. **Equality:** the state of, in this case, all ethnicities being equal in status, rights and opportunities.

Pedagogical approach

According to Bakhtin & Vološhinov (1973) an individual does not exist outside a dialogue, since the dialogue, in itself, establishes the existence of the “other”. It is through a dialogue how the other cannot be silenced or excluded and how meanings are created, through a reflection process between people.

For Freire (1996), dialogue is a human phenomenon constituted, essentially, by the word, which possesses two dimensions intimately related: action and reflection. In his conception, there is no true word which is not practice – reflective action –, so that the word is placed at the service of changing the world. The exercise should be of recognising human beings as equal, despite of the relationships that they present or pointing concretely at the fact that dialogue must be an instrument for the recognition of the equal ones and, in that sense, also for their liberation. In this way, liberator education can be a powerful instrument for searching that true dialogue.

It is through these two pedagogical approaches of the XX century how the continuous communication of this lesson and this workshop will be directed, in a constant search for a dialogic process which could liberate students from the dynamics of discrimination and would serve as a tool for further use in their zone of influence.

Methodological and organisational aspects

Spaces

Students will be located on **different tables spread along the room in Pangaea** in a non-linear distribution, what will provide a relaxing atmosphere for students to share their ideas.

Organisation of the students

Students will be organized in **groups of 4 or 5 people around the tables**. We consider this number ideal, since it will give each student the opportunity to intervene in the conversation and likewise to hear various points of views and stories.

Materials

The materials, which will be described afterwards, **will serve as tools** for students to increase their cultural knowledge and express their ideas, **as well as guiding** the discussions and summarizing the conclusions.

Activities

In the two sessions for the lesson and the workshop the following listed activities will be implemented, which will be explained further on:

1. **“Promotion of equal treatment between students of all ethnicities”**
2. **“Increase of cultural knowledge”**
3. **“Promotion of intercultural communication”**
4. **“Deeper acquaintance of the different cultures and ethnicities”**
5. **“Appreciation of all races, cultures and ethnicities”**

Materials

For the aforementioned activities, the next materials will be needed:

1. **Smartphone:** for taking pictures in all activities.
2. **Pre-questionnaire** (Annex 1): for introduction.
3. **ICT facilities:** for “Promotion of equal treatment between students of all ethnicities” and “Increase of cultural knowledge”.
4. **Digital story** (<http://www.comundos.org/en/content/power-communication-overcome-discrimination>): for “Promotion of equal treatment between students of all ethnicities”.
5. **PowerPoint presentations:** for “Increase of cultural knowledge” (Annex 3) and for “Promotion of intercultural communication” (Annex 4).
6. **Cards** (Annex 2): for “Promotion of equal treatment between students of all ethnicities”.
7. **A3 paper:** for “Increase of cultural knowledge”.
8. **Markers:** for “Increase of cultural knowledge”.
9. **Flip chart:** for “Promotion of intercultural communication”
10. **A4 sheets:** for “Deeper acquaintance of the different cultures and ethnicities”.
11. **Pens:** for “Promotion of intercultural communication” and for “Deeper acquaintance of the different cultures and ethnicities”.
12. **Colour A4 sheets:** for “Appreciation of all races, cultures and ethnicities”.
13. **Markers:** for “Appreciation of all races, cultures and ethnicities”.
14. **Tape:** for “Appreciation of all races, cultures and ethnicities”.
15. **Scissors:** for “Appreciation of all races, cultures and ethnicities”.

16. **Post-questionnaire** (Annex 5): for conclusion.

Evaluation

For evaluating the outcomes and the level of achievement of the objectives of this lesson and this workshop in detail, a pre-evaluation, a continuous evaluation and a post-evaluation will be carried out.

Pre-evaluation

Students will receive a **pre-questionnaire** (Annex 1) regarding their preconceptions and experiences on discrimination before starting implementing the activities of the lesson and the workshop. In this way, this information will serve as an indicator of the starting point of each student in the process of the open dialogue which they will go through during the lesson and the workshop.

Continuous evaluation

In order to register the **outcomes of the continuous dialogue** held in the lesson and the workshop, the next sources will be used: the transcription of some of the student's interventions, the mindmap created by the students in one of the activities, a list of differences and similarities created by the students in a other activity, the interview scripts of one of the activities and the quotes of the final activity.

Post-evaluation

Finally, students will complete a **post-questionnaire** (Annex 5), where they will get the opportunity to give their opinion about the lesson and the workshop, their utility and their new conceptions on the dynamics of discrimination.

Lesson

1st session: 12th of December 2017

In first place, the leaders will **introduce** themselves, their background, the topic and the purpose of the lesson and the workshop in 10 minutes to make students feel more comfortable and ready for the activities. A link with Article 2 of the UDHR and a brief

mention of Freire's, Bakhtin's and Vološhinov's theories shall be done. Then, students will be requested to complete the **pre-questionnaire** (Annex 1) in 10 minutes. After this, two of the activities will be implemented.

Activity 1: “Promotion of equal treatment between students of all ethnicities”

Time	40 minutes
Objectives	1. Awareness
Competences	2. Linguistic communication 3. Critical thinking 4. Learning to learn 5. Civil and social competences
Contents	1. Discrimination 2. Communication
Tasks	1. Introduce and play the digital story 2. Create a debate around the topic to unmask discriminative situations
Materials	1. ICT facilities (for task 1) 2. Digital story (for task 1) 3. Cards (for task 2) (Annex 2) 4. Smartphone
Organization	Groups of 4 or 5 students around the tables

Activity 2: “Increase of cultural knowledge”

Time	50 minutes
Objectives	1. Awareness 2. Appreciation of differences
Competences	1. Digital competency 2. Learning to learn 3. Initiative sense 4. Conscience and cultural expressions

Contents	<ol style="list-style-type: none"> 1. Discrimination 2. Culture 3. Ethnicity
Tasks	<ol style="list-style-type: none"> 1. Present information about discrimination in Spain (Annex 3) 2. Ask the students to search for information about discrimination in their country 3. Share information found with the rest of the people 4. Each group of students creates a mindmap summarising their findings 5. The debate from the previous activity is carried out once again to let students realise about the added value of the tasks done
Materials	<ol style="list-style-type: none"> 1. ICT facilities (for tasks 1 and 2) 2. PowerPoint presentation (Annex 3) (for task 1) 3. A3 sheet of paper (for task 4) 4. Markers (for task 4) 5. Cards (Annex 2) (for task 5) 6. Smartphone
Organization	Groups of 4 or 5 students around the tables

Workshop

2nd session: 13th of December 2017

Activity 3: “Promotion of intercultural communication”

Time	30 minutes
Objectives	<ol style="list-style-type: none"> 1. Equality 2. Gratitude 3. Appreciation of differences
Competences	<ol style="list-style-type: none"> 1. Critical thinking 2. Civil and social competences 3. Conscience and cultural expressions
Contents	<ol style="list-style-type: none"> 1. Culture 2. Ethnicity 3. Equality

Tasks	<ol style="list-style-type: none"> 1. The leaders expose a personal experience on a relationship with a person from a different culture 2. Ask students to brainstorm and search for differences and similarities between their culture and a different one and list them on a paper 3. Talk about the differences and similarities to realise which one is predominant 4. Reflect on the differences through thought-provoking questions (Annex 4) to see them positively
Materials	<ol style="list-style-type: none"> 1. Flip-chart (for task 2) 2. Pens (for task 2) 3. PowerPoint (Annex 4) (for task 4) 4. Smartphone
Organization	Groups of 4 or 5 students around the tables

Activity 4: “Deeper acquaintance of the different cultures and ethnicities”

Time	50 minutes
Objectives	<ol style="list-style-type: none"> 1. Awareness 2. Empathy 3. Gratitude 4. Appreciation of differences
Competences	<ol style="list-style-type: none"> 1. Linguistic communication 2. Learning to learn 3. Civil and social competences 4. Initiative sense 5. Conscience and cultural expressions
Contents	<ol style="list-style-type: none"> 1. Culture 2. Ethnicity 3. Communication
Tasks	<ol style="list-style-type: none"> 1. Ask students to conduct an interview with person of a different ethnicity or culture about their experience in their home country and their knowledge about the topic 2. Discuss the results
Materials	<ol style="list-style-type: none"> 1. Sheets of A4 paper (for task 1) 2. Pens (for task 1) 3. Smartphone

Organization	Paired up students
--------------	--------------------

Activity 5: “Appreciation of all races, cultures and ethnicities”

Time	20 minutes
Objectives	<ol style="list-style-type: none"> 1. Equality 2. Awareness 3. Appreciation of differences
Competences	<ol style="list-style-type: none"> 1. Linguistic communication 2. Critical thinking
Contents	<ol style="list-style-type: none"> 1. Discrimination 2. Communication 3. Equality
Tasks	<ol style="list-style-type: none"> 1. Teach students how to create a quote 2. Summarise the learnings of the workshop in concerning quotes and tag them on the wall
Materials	<ol style="list-style-type: none"> 1. Colour A4 sheets (for task 2) 2. Markers (for tasks 1 and 2) 3. Tape (for task 2) 4. Smartphone
Organization	Groups of 4 or 5 students around the tables

After the implementation of the activities, students will be asked to complete the **post-questionnaire** (Annex 5). Finally, the leaders will encourage students to take action in their zone of influence by opening a dialogue on discrimination, to let people start breaking barriers using the most powerful weapon of all: the word.

Assessment recommendations

The availability of ICT facilities such as a projector, a screen or a white wall, speakers and a computer should be ensured to develop the lesson and the workshop satisfactorily.

Topics for further consideration

The psychology of discrimination, and dialogic learning shall become interesting topics for teachers to further study or include in their educational practices.

Conclusion

As a conclusion, we would like to reflect about the methodology used and the results we expect from the implementation of the lesson and the workshop. For its part, the dialogical methodology will give students the opportunity to put critical thinking into practice, while improving their communicative skills and empowering them to take action from and through the word. Besides, the dialogue will focus on culture and discrimination, what will broaden their knowledge in this field.

Conjointly, it shall be worth to mention the expected results of this lesson and this workshop. First of all, the collaborative learning will let students augment their appreciation of cultural differences, promoting cultural integration. Secondly, this workshop may contribute to the achievement of SDG 10 Reduce inequalities and to the fulfillment of Article 2 of the Universal Declaration of Human Rights (UNESCO, 1948) by contributing to equality.

Moreover, the use given to media – the video and PowerPoints displayed – will increase people's knowledge and awareness, what will empower them to fight against discrimination in their surroundings. Finally, this lesson and this workshop will contribute to teach students how to care for others through dialogue, what can humanize and liberate people as proposed by Freire (1993).

References

- BAKHTIN, M. & VOLOŠINOV, V. (1973). *Marxism and the Philosophy of Language*. London: Seminar Press Limited.
- CAICEDO, J. (2014). *A home away from home. Erasmus en Flandes*. Retrieved 21st November 2017, from <https://www.erasmusenflandes.com/lovaina/a-home-away-from-home/>
- Communications materials - United Nations Sustainable Development. United Nations Sustainable Development*. Retrieved 21st November 2017, from <http://www.un.org/sustainabledevelopment/news/communications-material/>
- December 2017 Calendar With Holidays UK (2017). Calendar template excel*. Retrieved 21st November 2017, from <https://www.calendartemplateexcel.com/december-2017-calendar-with-holidays-uk-2200.html>
- FREIRE, P. (1996). *Pedagogy of autonomy: knowledge necessary for educational practice*. São Paulo: Peace and Earth.
- FREIRE, P. (1993). *Pedagogy of the oppressed* (30th ed.). New York: Continuum.
- Site 2015*. (2015). *Kuleuven.be*. Retrieved 21st November 2017, from <https://www.kuleuven.be/english/student-services/pangaea/images/site-2015>
- THE UNITED NATIONS (1948). *Universal Declaration of Human Rights*.

Annex 1: Pre-questionnaire

Pre-questionnaire

Student's alias:

Give us your opinion on a scale from 1 (I disagree) to 5 (I agree)	1	2	3	4	5
Cultural discrimination exists in my community					
Racism affects people in my zone of influence					
Most of the people are experiencing discrimination in some way					
Somebody in my surrounding has become a victim of it					
People generally stood up against it					
I have already tried to speak up against it					
Raising awareness of discrimination is necessary in my country of origin					
Raising awareness of discrimination is not important					
Awareness on discrimination and on the importance of equality can be maximized					
Becoming more informed is not helpful for raising awareness					
Social and civil competences can play an important role in it					
The use of critical thinking can bring change					
Communicative skills do not play a role to combat distinctions					
Gratitude can be the foundation for appreciating others' culture					
Discrimination is not reduced by learning from others					
An increase in empathy can bring change					
Initiative sense to ensure equality can be fruitful in my influence zone					
Cultural/racial differences can be considered as negative					
I appreciate cultural and racial differences					
There are different cultural expressions existing in my community					
I should become more empathic towards discrimination					
Discrimination worries me					
There is not an urgency in eliminating racism and cultural discrimination in my country of origin					

Annex 2: Cards for Activity 1 and 2

High school/university

Partying/social events

Workplace

Your own race/culture

Professions

Annex 3: PowerPoint for Activity 2

DISCRIMINATION IN SPAIN



THE REAM OF DISCRIMINATION

- **Race**
- Culture
- Sex
- Sexual orientation/identity
- Age
- Physical appearance
- Economic resources
- Physical or psychic disabilities
- Nationality
- Chronic or infectious illness
- Political ideas
- Religion
- Etc.



WHO IS DISCRIMINATED THE MOST IN SPAIN?



- Sex, ethnic, age, physical, economic discrimination
- Multiple discrimination



	Frequency of the discrimination feeling through life			Discrimination feeling in the last 12 months	Definition of the risk group	Relation with the risk group N° of people affected in the risk group/N° of people in the risk group	
	High	Some	Total			Sometimes	In the last 12 months
Sex	2,5	8,9	11,4	3,8	Woman	19,6	6,6
Nationality or ethnic or racial origin	2,1	7,3	9,3	4,2	Gypsy or foreigner origin	34,2	18,2
Sexual orientation	0,3	1,1	1,4	0,3	Homosexual/bisexual	13	4,8
Age				5,4	Between 16 and 29	13,5	7,6
					Over 65	2,7	1,2
Religious beliefs	0,3	3	3,3	1,2	Non catholic believer	13,9	5,6
Physical aspect	1,5	5,8	7,3	2,8			
Few economic resources	1,5	5,3	6,8	3,1	Subjective poverty	13,8	7,7
Disability	0,3	1,6	1,8	0,7			
Chronic illness	0,2	0,8	1	0,3			
Political ideas	1	4,5	5,4	2,6			

Source: Spanish Ministry of Health, Social Services and Equality

WHO DISCRIMINATES THE MOST IN SPAIN?

- Men
- People over 65
- Widows
- People with a low educational level
- Retired people or people dedicated to household tasks
- Autonomous workers or small agricultural owners
- People who politically place themselves more on the right



Source: Spanish Ministry of Health, Social Services and Equality

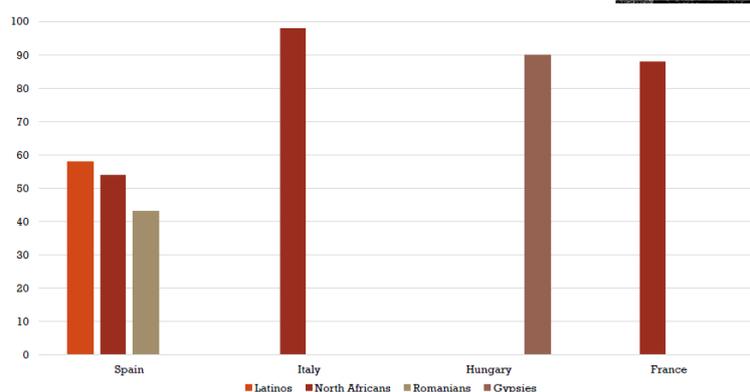
IN WHAT FORMS IS THERE ETHNIC DISCRIMINATION IN SPAIN?

- 27,65%: Unequal and humiliating treatment inside the frame of social and personal relationships
- 14,4%: Obstacles to enter the labour market
- 3,5%: Additional bureaucratic requirements to do procedures (e.g. renting an apartment)
- 2,8%: Disrespectful treatment in public and private services



Source: Spanish Ministry of Health, Social Services and Equality

DISCRIMINATION FOR ETHNIC REASONS IN EUROPE



Source: European Union Agency for Fundamental Rights



TAKING ACTION



- Only 3 in 10 people manifest knowing their **rights** in the case of being a victim of discrimination
- As a consequence, the **official communication or report** of discriminative situations occurs only in 1 out of 10 cases (people with foreign origin, women and the elderly reported the most)
- 4 out of 10 people consider that **reporting** is not helpful.
- 3 out of 10 people consider that the situations were not **serious** enough to be communicated formally.

Source: Spanish Ministry of Health, Social Services and Equality



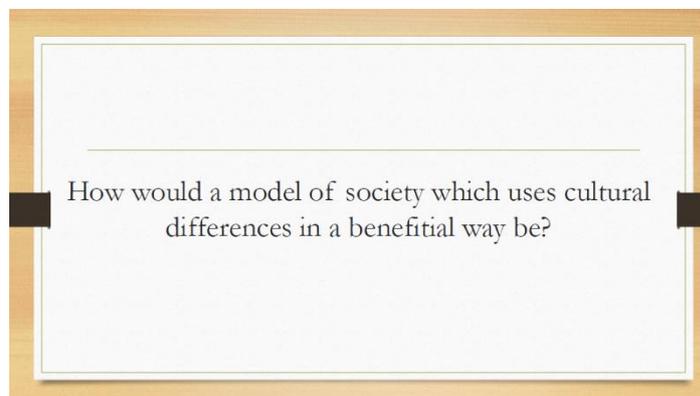
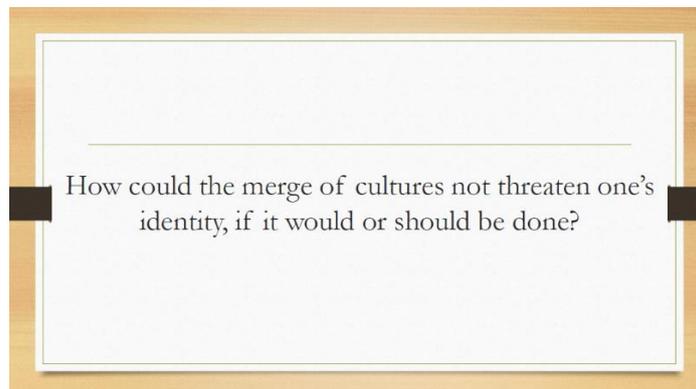
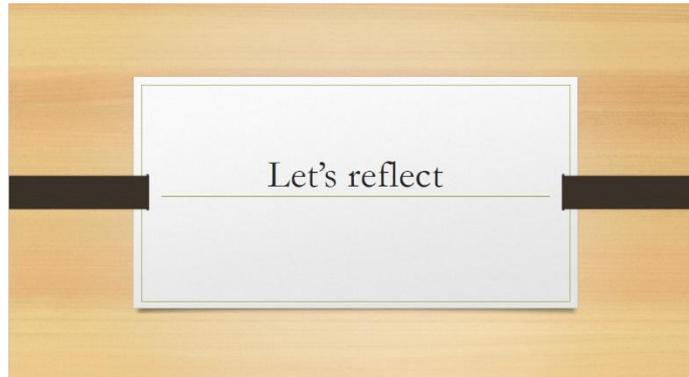
POLICIES AND ORGANISMS AGAINST DISCRIMINATION IN SPAIN

- The *Defensor del Pueblo* and the *Instituto de la Mujer* are known by **more than 75%** of the interviewed.
- More recently created organisms such as the *Consejo para la eliminación de la discriminación racial o étnica* or the *Oficina permanente especializada en Discapacidad* are known **only by 25%** of the interviewed.
- **Over the European average:** 34% of the Spanish population considers that equality policies are relatively useful, 32% that they are helpless and only 27% that they are efficient.

Source: Spanish Ministry of Health, Social Services and Equality



Annex 4: PowerPoint for Activity 3



Annex 5: Post-questionnaire

Post-questionnaire

Student's alias:

Give us your opinion about the workshop on a scale from 1 (I disagree) to 5 (I agree)	1	2	3	4	5
The objectives of the workshop were clear					
I liked the workshop					
The organization was good					
The leaders of the workshops were motivated and involved					
The leaders guided us very well					
This workshop empowered me to use critical thinking					
I have received the opportunity to improve my social and civil competences					
I have received the chance to improve my communication skills					
I learnt to learn by listening to others					
I feel gratitude for the lessons I have learnt from others					
I became more conscious of the different cultural expressions existing					
This workshop gave me the opportunity to increase my empathy					
My awareness on discrimination and the importance of equality has increased					
I think raising awareness of discrimination is not important					
I think raising awareness of discrimination is necessary in my country of origin					
I have become closer to students from a different ethnicity/culture of mine					
Discrimination worries me					
There is an urgency in eliminating racism and cultural discrimination in my country of origin					
Cultural discrimination does not exist in my community					
Racism affects people in my zone of influence					
Cultural/racial differences can be considered as negative					
This workshop has given me tools to appreciate cultural and racial differences					
This workshop has given me a bigger initiative sense to ensure equality in my influence zone					
I liked my group because everyone listened to each other and everyone participated					
I could clearly give my opinion and things were done also as I wished it					
Comments: 					

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS WORKSHOP! ☺