

Reading for LIFE

2019-1-RO01-KA229-063065_1



 Erasmus+

Reading for Life

**First Semester: Tolerance & Non-
Discrimination /Refugees &
Migration**



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Erasmus+ Programme
of the European Union



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About the project

Main objective of the project: Exchange of Good Practices

Project Title: READING for LIFE

Project Start Date (dd-mm-yyyy): 01-09-2019

Project Total Duration: 24 months

Project End Date (dd-mm-yyyy): 31-08-2021

In order to embrace diversity, pupils need to get in touch with different cultures. Erasmus + and eTwinning projects are a great way to give them access to a variety of different cultures and traditions. We would like to promote reading for pleasure among our pupils and in the meanwhile to teach values and promote social, intellectual, moral and emotional growth. The objectives of the project are linked with the needs of our schools and the priorities that we have selected: promotion of social inclusion, preventing early school leaving and supporting disadvantaged pupils, supporting teachers' development.

Schools involved

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Coordinator: Daniela Guimarães, Maths teacher, eTwinning ambassador

CHAPTER 1: TOLERANCE

DEFINITION OF TOLERANCE

BY PUPILS

Tolerance, Larisa RO:

Tolerance is very important in our society. We need to accept ourselves and everyone else. Tolerance is the love that we show for people by accepting the way they act and they dress.



My definition of tolerance, Cynthia RO:

My definition of tolerance is that you need to accept people how they are. For me it is important to be tolerant because people are hurting other ones by discrimination, because they are different that doesn't mean they are not human. And it makes me sad to think that hundreds of people are not accepted because they are black or they are different. They are not different they are just beautiful in their own way.

Rusu Georgiana Maria, RO:

I think tolerance is very important in our lives because we are the future. We are the ones who, for the next generations will be examples. And a good example knows how to handle certain situations, an example knows how to accept and become accepted. We are all the same. Regardless of the material condition, color or nationality. Everyone should love and respect their neighbor.



Doroteea, RO:

Tolerance is very important for people. We need to accept the others people. Not all people accept the people around them and that's wrong. Tolerance is the love, the respect, the understanding, the happiness that we show for the humans.

Sava Darius, RO:

Tolerance is very important in everyday life. For example: A child from another country comes to us in Romania through the Erasmus project and has not yet found accommodation because it is different from us all and in order to accommodate it you should have a very high level of tolerance.

Georgiana, RO:

Tolerance is important. By tolerance we show love to others, respect, kindness and many other things.



Pop Daria, RO:

For mine tolerace is a very important thing because through tolerance you learn to be better. Tolerance consisten in the fact that there were no differences between children of a other religios or color. We are all The same. We are equal and we have equal rights. It's a very important thing. Tolerance is important. Learn to be tolerant! ♥

**Amabela Celestial, SP:**

To me, tolerance is an important part to our society, we maybe different but we have to accept ourselves and others for their individual flaws and beauties. We must learn to be tolerant and respectful towards others. Cause in the end of the day, we're all humans.

Daroczi Eliza, RO:

Tolerance is very important in our world now days and we all have to learn how to live in peace togheter! We need to learn how to treat every people on this planet the same way, it shouldn't mater if someone is not the same color or not the same religion as you and even if they are part of the LGBT+ comunity you should treat them in the same way as you would expect others to treat you, because at the end of the day everyone is special in there owne way, everyone is unique so be tolerant and live a happy life whit exepcting people the way they are!

Hugo Couto, SP:

For me, tolerance is respect, everybody needs to be tolerant with others. But this world is imperfect and there are people who discriminate others, they discriminate others because they aren't like they want. This is sad but it is the reality and there are injustices in this world. We can do something about it. And everybody needs to appreciate other people's lives.

**Paola González – SP:**

For me tolerance is the power of respecting others, even thought we don't think equally.



Tolerance is something we all should/must have, if we don't think the same as others we have to respect that and express ourselves in a good way, or basically just shut up if we can not control ourselves. The main point here is respect, all the time, in every situation, in every moment... Treat the other as you would like them to treat you, people say. Then if you want to me respect, you have to be tolerant with others no matter what differences you have. Tolerance is the key of everything.

Tolerance, Jecelyn SP:

Tolerance is so important in this world, we need to accept people as we accept our selves. Tolerance is not discriminate on anything. Tolerance is the love, acceptance, respect of the persons who are around us. We can't discriminate because of their skin color or because they have a problem that it mark they life or by their sexual orientation. They have feeling too and your discriminate hurts to them. I hope this society learns to tolerate 💞💞



Tolerance, Emma NO:

Tolerance is very important. For me it's about accepting someone, and be willing to learn and respect others. We all have something special and uniqueness in ourselves, and that is the beauty of being human. You don't need to understand everything about a person or their beliefs, but you need to respect them and be willing to learn, and also accept that you are different. That's what I think Tolerance is about.

Tolerance, Sarah NO:

Tolerance for me is to have respect for each other. To tolerate how people are, their religion and what they like. We need to be tolerant to everybody 💞



Giulia Catanas, RO:

By my opinion, tolerance is a form of respect towards another person. In the society in which we live it's necessary to tolerate people, because we will be expelled from our group of friends if we don't do it. We are all special in our own way and we have to be nice with people who aren't like us, in all points of view. Tolerance means love.

Tolerance, Ragnhild NO:

Tolerance is something that is very important, but tolerance for me is to accept others for who they are and that everyone deserves equality.

Tolerance, Krish Dharmani IES Consell De Cent:

Tolerance is something that you have since you have born, is something that when it exceeds its limits, that tolerance ends and comes the anger. The best ways are to inhale oxygen and exhale oxygen and the another way is to thinking about something you like or positive things.

Tolerance, Mia SL:

Characteristics of a tolerant person are – among others – to show tolerance in education, towards ethnic, racial, religious differences

Tolerance, Barbara SL:

I have used the word cloud.



Xena González, SP:

For me, tolerance is respecting others although we do not always agree. It is so important because all of us we're different and we have different thoughts, for that we have to respect each other.

Tolerance, Mahrukh 2C, S.P:

Tolerance is people who respect each other, to respect another culture, language, religion, nation and all other differences. Tolerance is the quality of allowing other people to say and do as they like, even if you do not agree or approve of it.



What is Tolerance?, YASIN SP:

Attitude of the person who respects the opinions, ideas or attitudes of other people even if they do not match their own.

Tolerance, Othelie NO:

Tolerance is important to make the community work. To me, tolerance is all about respecting each other. Being friendly comes from inside of you, and it comes naturally. We would like to not hurt anyone's feelings. We are learned from a very young age that we are going to treat other people with respect. Everyone is different and that's what makes the world so colorful and great.

Tolerance, Rakel NO:

Tolerance is something everybody has. People tolerate different things differently. Some tolerate more, and some less. But it's important to respect people's limits and their beliefs, feelings, preferences, sexualities, opinions and much more. You get the same energy you put out there. So the more you tolerate others, the more likely they are to tolerate you more. Maybe someone's opinions annoy you, but it's their opinions, not yours. You tolerate what you tolerate, and they tolerate what they tolerate. That's the beauty of people. Everybody is unique ♡

manja.slo:

tolerance means you can help and not be angry if you don't and try again.





zarja slo

For me, tolerance means that you have to respect something or be tolerant for people ... This is very important in life.

Gladdy Mendoza. SP

Tolerance is very important to our world and for me, is about respecting other people without hurting them by who they are, accept all the ways of thinking and acting even though you're different from them. In our world, no one is perfect but maybe we could help other people to realize everyone is important cuz, in the end, we're all the same. Humans, living in the SAME WORLD.

Kercsuly Erika.RO

Tolerance is a big word in this world. If you use this word it means that you try anything to respect people and learn about them as much as you can. We are all different but for this you do not have to criticize them at first sight. The word tolerance means to accept people the way they are cuz everybody is beautiful in their own way.



Sumeja SLO

Tolerance is important for people. We need to accept ourselves and other people.

Andra, RO

tolerance is respecting other people and the love for another one.

Ala SLO

Tolerance is important, because we need to accept ourselves and other people. We are all equal. We need to learn to accept and respect other people's opinions and ideas.

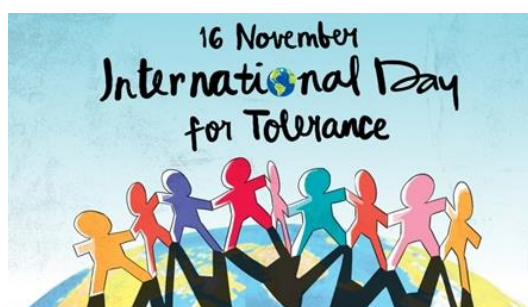
Žiga slo

tolerance is very important in world

Angelina Martins, 7.ºA, PT

We had a spectacular class on tolerance. First, our religion teacher gave an introduction on the subject. Then a group of older English students, with their teacher performed a U2 song, Ordinary Love. After a debate we made an online questionnaire with the title:

"Tolerance_in_one_word. And here is the result: "Comprehensive" – easily won.



TOLERANCE LESSON PLAN

Liceul Tehnologic Octavian Goga Jibou

Teachers: Melinda Nagy & Gabriel Barjac

Age group: 12-14

Number of students: 50

Aims of the activity:

- 1.) Integration of the interrelation skills, in order to develop personally and professionally
- 2.) Applying the principles of positive interpersonal communication;
- 3.) Demonstrating skills regarding tolerant behavior.

Values and attitudes:

- Respect and self-confidence
- Recognition of the uniqueness of each person;
- Receptivity to the emotions of other
- Valorization of interpersonal relationships

At the end of the activity, all participants will be able to:

- define the term “tolerance”;
- to identify the causes that cause intolerant behavior;
- to exemplify situations of tolerance / intolerance in the gear of interpersonal relationships, in the family, class, society;
- demonstrate appropriate behavior to tolerance / intolerance situations

Materials used:

- whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Evaluation:

- Observation of participants during the debate
- Feedback offered through discussions with participants
- Interpretation of the online questionnaire applied at the end of the activity

Description of the activities:

Activity 1: Think of words that you can associate with tolerance.

*Word cloud created with WordArt



Activity 2: Are the following statements True/False

Being tolerant means:

- ... to be patient, indulgent with others, good to the others;
- ... to treat with kindness a person, a situation;
- ... not to be understanding and not to endure the inconveniences caused by others calmly;
- ... to be a person who can forgive, can understand;
- ... to be respectful, to be affectionate towards a person;
- ... to accept people as they are and to understand their problems, that is, to be patient;
- ... to be right and to understand;
- ... be calm, understanding, kind, patient, respecting yourself only

Activity 3: Identify which of the following situations do you consider to be tolerance or intolerance.

a) Pope John Paul II tried to unite people of different religions. He took a great step towards creating harmony between peoples.

b) During mathematics two students were playing, making noise. The teacher blamed me, calling my parents at school, treating me with indifference and mistrust.

c) I was travelling with my grandmother on a fast train. At one point an old woman came in. She sighed, saying, "They care only about themselves. When will the young people learn to be kind?" Hearing this, some boys started laughing, smiling at the old woman who lived her life and had nothing to do on the roads, that they paid the ticket and -They are going to give her place. But one girl gave her the place, and the boys said with contempt: "Too much respect leads to nothing good."

d) Parents are always understanding with us. They go to grandparents every Saturday, and most of the time I don't go. And grandparents and parents are not happy about it. However, they have patience with me and do not tell me off, but they explain to me that it is not good what I do.

e) Getting on the minibus, I found that I had only 70pence in my pocket. But the driver allowed me to travel. I thought I was lucky.

f) One day, after lessons, I got in the minibus. It wasn't long before an old woman came in who wanted to sit down. I didn't give her the place because my legs hurt after the football game. I know I didn't do it right. I am ashamed.

g) On the football field of the school, students from the 5th, 6th and 9th and 10th grades were playing. The big ones chased the little ones, took the ball, insulted them, and they could not reproach them. Being helpless, the little ones gave up, leaving very sad.

Activity 4: Present a situation of tolerance and intolerance in your environment. Work in groups of 4 students.

***Activity 5:** Xorg is a little different ... Imagine he is your new colleague. What would be your reaction?



***Activity 6:** Try to replace the the word unacceptable with a positive one.



Activity 7: Online questionnaire about tolerance.

<https://forms.gle/LBQacCnjfni2STrd6>

Activity 8: Definition of tolerance on Twinspace.

***Activities 5 & 6 are taken from Selma Toolkit:** <https://hackinghate.eu/toolkit/>



TOLERANCE LESSON PLAN

Institut Consell de Cent, Barcelona.

Teachers: Eva Garcia and Gemma Guim

Age group: 12-15

Aims of the activity:

- 1.) Understand and define tolerance
- 2.) Recognise targets of this discrimination
- 3.) Practise ways to be more tolerant
- 4.) Review a song's message and report whether it's still relevant today
- 5.) Apply what we have learnt and analyse the results of a questionnaire

Values and attitudes:

Peace, love, respect, responsibility, tolerance, honesty, humility, cooperation, freedom.

Materials used:

Whiteboard, video projector, laptop, worksheets with the lyrics of the songs, Google Forms questionnaire, internet.

Evaluation:

- Observation of participants during the lesson
- Feedback offered through discussions with participants
- Interpretation of the Google Forms questionnaire at the end of the activity

Description of the activities:

Activity 1: Introduction. Watch these videos:

<https://www.youtube.com/watch?v=oHf-jMBU4As> (11-13 years old)

https://www.youtube.com/watch?v=1dqh_ey_Ydc (13-14 years old)

<https://www.youtube.com/watch?v=D9Ihs241zeg> (14-15 years old)

And answer these questions:

What do you think about the video?

What do you think is tolerance?

Who are the targets of this discrimination?

How can we be more tolerant?

Activity 2: In pairs or groups of three students describe pairs of words such as

“men/women”, “old people/young people”, “poor people/rich people”...

Students share what they have written with other groups. After that, the whole group shares what they have written with the rest of the class and they wonder whether they like it or not.

The teacher gives some time to make some amendments.

If they need some help the teacher can trigger discussion: “Is it fair to say that all men are...?”

The teacher can also write sentences on the whiteboard:

“Girls are not as good at sport as boys”

“Women are better cooks than men”

Teacher guides discussion.

Activity 3: Music.

In pairs or small groups students answer: If you wanted something to change, how could you do it? How could music help? What role can music play?

Students listen to the following songs:

1. Same Love – Macklemore & Ryan Lewis (acceptance and understanding of the LGBTQ community)
2. Where Is The Love? – The Black Eyed Peas (love people of all races and religions)
3. One Love – Bob Marley (world peace and unity)
4. Brown Girl – Aaradhna (prejudice and racism)

Teacher provides lyrics of the songs. After listening to them the teacher asks: Do these songs inspire you? Why?

What similarities and differences are there in these songs?

What messages do they contain?

Activity 4: Students teach others what they have learnt. They write more questions on a

Google Forms questionnaire to assess the level of tolerance of the classroom/school.

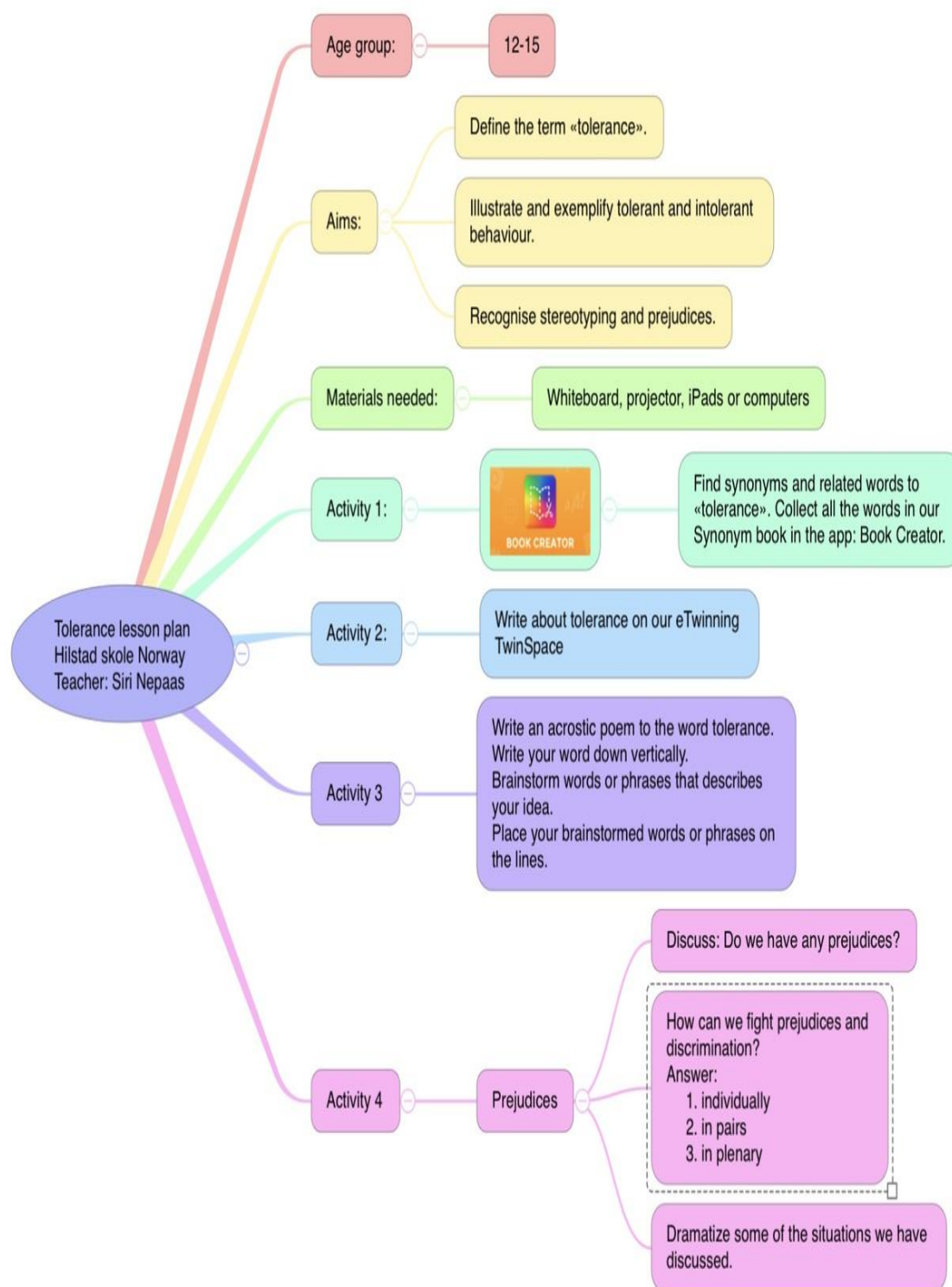
The teacher screens this questionnaire as a model and they analyse the results.

<https://www.tolerance.org/sites/default/files/2017-08/teaching-tolerance-are-you-empathetic.pdf>

TOLERANCE LESSON PLAN

Hilstad Skole Norway

Teacher: Siri Nepaas



TOLERANCE LESSON PLAN

School: Osnovna šola Litija

Subjects: Art, Language

Grade: 6

Age: 11

Objectives:

Students will talk about the meaning of the word tolerance, draw a truly unique person, one part at a time, create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another, define the most positive qualities of this person, write about why this person is one of your new best friends.

Keywords: Tolerance, friend, writing, friendship, self-esteem, appreciation, differences

Materials needed:

5 cm square of white drawing paper, one sheet per student

8 cm square of white drawing paper, one sheet per student

10 cm square of white drawing paper, one sheet per student

art supplies (might include crayons, markers, or paints)

writing paper and pen/pencil

Lesson Plan

In this lesson, students search for the most positive aspects of some very unusual »people«.

The activity reinforces the idea that one can not always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, write the word tolerance on the whiteboard. Ask students what the word means to them. Ask: What is it that makes you unique among your classmates?

Next, draw a simple outline of a person on the board or chart. Draw two lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down).

Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on.

Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear – a T-shirt, a

sweater, a feathered boa...

Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on.

When you are satisfied that students have the three parts of the body sorted out, provide each student with a piece of white drawing paper (5 cm square). Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this unique person should come from their imaginations. Remind them to think first about the features the person's head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person's head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that measures 10 cm square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the person's torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. Think unique!

When students finish drawing a torso, hand them a third sheet of paper; this time a 8 cm square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to think unique!

As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

Putting It Together

Distribute to each student a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally unique »friend«. The new friends will be pretty unusual-looking people, to say the least! But...

Here is the crux of the lesson...

Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...

After students have had a good laugh about how the three body parts came together to create an unusual-looking person, ask each student to think up a name for his or her new »friend«; and to give some thought to some of the characteristics the new friend might have.

Ask: What special qualities does this unique person have? What special talents does the person possess? What do you have in common with your new friend? How are you different?

After students have decided what qualities their new friends have, tell them you would like them to write about their new friends.

When students have finished their stories, invite them to share them with their classmates.

You might use this read-aloud session as an opportunity to reinforce the lesson you hope they will take from this activity: What a person looks like on the outside has nothing to do with what that person is like on the inside!

The essays and illustrations might make a fun bulletin board display too!

TOLERANCE LESSON PLAN

AGRUPAMENTO DE ESCOLAS DE IDÃES, PORTUGAL

Learning Objectives

Aims of the activity:

- 1.) Integration of the interrelation skills, in order to develop personally and professionally
- 2.) Applying the principles of positive interpersonal communication;
- 3.) Demonstrating skills regarding tolerant behavior.

Values and attitudes:

- Respect and self-confidence
- Recognition of the uniqueness of each person;
- Receptivity to the emotions of other
- Valorization of interpersonal relationships

Success Criteria

- Observation of participants during the debate
- Feedback offered through discussions with participants
- Interpretation of the online questionnaire applied at the end of the activity

At the end of the activity, all participants will be able to:

- define the term “tolerance”;
- to identify the causes that cause intolerant behavior;
- to exemplify situations of tolerance / intolerance in the gear of interpersonal relationships, in the family, class, society;
- demonstrate appropriate behavior to tolerance / intolerance situations

Materials

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Activity 1: Being tolerant means/doesn't mean

Activity 2: Present a situation of tolerance and intolerance in your environment. Work in groups of 4 students.

Activity 3: Video Nelson Mandela – Ordinary Love U2 – Presentation from Students from 12.º A & B e Teacher Carla Dias

<https://www.youtube.com/watch?v=XC3ahd6Di3M>

Activity 4: Google form to vote the most impressive word

[https://docs.google.com/forms/d/e/1FAIpQLSe_VpQ_1KqrrZXy1WBpd -SqM0tfdD1e1LuczoSQdcXqH6qDQ/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSe_VpQ_1KqrrZXy1WBpd-SqM0tfdD1e1LuczoSQdcXqH6qDQ/viewform?usp=sf_link)

Assessment tools:

- teacher observation
- class discussion,
- works in progress with comments,
- think-pair-share,
- brainstorming,
- Dissemination
- goolge form

CHAPTER 2: DISCRIMINATION

2.1. DISCRIMINATION Lesson Plan

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age group: 12-14

Aims of the activity:

- Understand that some groups of people can be treated unfairly because of their characteristics.
- Understand what is meant by discrimination.
- Be able to identify negative and discriminatory behaviour

Values and attitudes:

- positive attitude towards equal treatment

Materials used:

- whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Evaluation:

- Observation of participants during the debate
- Feedback offered through discussions with participants
- Interpretation of the online questionnaire applied at the end of the activity

Description of activity:

Activity 1: Students work in group to define discrimination. They present their definitions and discuss them.

Activity 2: Forms of discrimination. With the aid of the slides, students discuss different forms of discrimination.

Activity 3: Teacher presents students various cases of discrimination and discuss them together based on the prepared questions.

Activity 4: Gender discrimination. Discussions about whether there are jobs only for women or only for men. Watching the video.

https://www.youtube.com/watch?v=z8jOQwrmDFE&feature=emb_logo

Activity 5: Poster creation for an anti-discrimination campaign (of their choice).



2.2. Discrimination Lesson Plan

Agrupamento de Escolas de Idães, Portugal

Teacher: Luís Pereira

Learning Objectives

Aims of the activity:

- 1.) Integration of the inter relational skills, in order to develop personally and professionally;
- 2.) Applying the principles of positive interpersonal communication;
- 3.) Demonstrating skills to cope with discrimination.

Values and attitudes:

- Respect and self-confidence;
- Recognition of the uniqueness of each person;
- Receptivity to the others' emotions;
- Valorization of interpersonal relationships.

Success Criteria

- Observation of participants during the debate;
- Feedback offered through discussions by participants;
- Analysing the data from the online questionnaire applied at the end of the activity.

At the end of the activity, all participants will be able to:

- define the term “discrimination”;
- identify the causes of discriminant behavior;
- exemplify situations of discrimination in interpersonal relationships, in the family, class, society;
- demonstrate appropriate behavior towards discrimination.

Materials

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Activity 1: Presentation of the word “discrimination” and its definition by students from 7thA. The students from 12th grade are the target audience.

Activity 2: Presentation of the theme by a NGO association member.

Activity 3: Creation of a Google form to vote the most impressive word. The students from the 12th grade will help the 7th grade students to create this questionnaire.

ETI advances its mission through groundbreaking initiatives that challenge stereotypes about people with disabilities, elevate marginalized voices and viewpoints, and promote a robust and authentic respect for individual value through the organizations.

Our programs shift the collective narrative around disability and marginalization from one of denigration and helplessness to one of empowerment, inclusion, and diversity. Our holistic, grassroots approach focuses on youth, parents, and communities in social, work, family, community, educational, and policy spaces.



2.3. Discrimination Lesson Plan

School: Hilstad skole, Norway

Teacher: Siri Nepaas

Age group: 13-15

Aims:

- Explain the term: discrimination
- Identify negative and discriminatory behaviour
- Discover two different examples of discrimination; discrimination on the ground of race and discrimination against women
- Reflect on the situation today both in our own country and in USA, where the movie is from

Materials:

Whiteboard, projector/apple TV, iPad/ PC, the movie: Hidden figures

Activity 1:

Explain the word «discrimination». Find synonyms and related words.

Explain the phrase: « Don`t judge a book by its cover».

Activity 2:

Watch the movie «Hidden figures».

Activity 3:

Discuss different questions from the movie:

The questions are from the website: www.techbridgegirls.org

1. What parts of the movie do you remember most, and why?
2. The movie took place during a time in the United States when black and white people were segregated, and black people were treated unfairly.
 - a. How were Katherine, Mary, Dorothy, and their co-workers challenged by discrimination? How did they succeed anyway?
 - b. How did the white people in the movie react to segregation?
 - c. What practices in our current day remind you of the segregation in the movie? Have you been treated unfairly because of your race and/or gender? Have you seen someone else

treated unfairly because of their race and/or gender? What did you do or say? Would you act differently in the future?

3. How has the experience of women and people of color working in science, technology, engineering, and math (STEM) changed since the 1960s? What kinds of jobs do you think were usually available to women then? Was it the same for white women and women of color?

4. Mary Jackson showed great perseverance as she tried to get the opportunity to earn her engineering degree. In court, she argued “someone has to be the first.” Have you ever felt you were first to do something? Why is being first at something both exciting and scary? Why do you think Mary fought so hard to get her engineering degree?

5. Dorothy Vaughan stood up for herself and for other women several times in the movie. When did you notice Dorothy being an example of what it means to be part of a sisterhood of women?

6. When did you notice other people standing up for Dorothy, Katherine, and Mary? Why was it important for them to have male allies (supporters) and white allies?

7. What was the role of friends and family members in supporting Katherine, Dorothy, and Mary? How did they support each other? Why is having a support system important?

8. What would you do if you were told you could not pursue a career or job because of how you look or who you are?

9. What can you, as a student do to help others, especially young people, break barriers as Katherine, Mary, and Dorothy did?

2.4. Discrimination lesson plan

School: Institut Consell de Cent, Barcelona.

Teachers: Eva Garcia and Gemma Guim

Age group: 12-15

Aims of the activity:

- 1.) Understand and define discrimination
- 2.) Be able to identify negative and discriminatory behaviour in everyday life
- 3.) Identify channels against discrimination at school or in the city
- 4.) Encourage others to take action against discrimination

Materials used:

Whiteboard, video projector, laptop, internet, posters.

Evaluation:

- Observation of participants during the lesson
- Feedback offered through discussions with participants
- Poster assessment at the end of the activity

Description of the activities:

Activity 1: The teacher provides preferential treatment to a particular group of students. For example, students with straight hair (or tall/short students, boys/girls, who is wearing red...) must stand at the back and the others can be seated or the teacher distributes candy to some of them and ignores the others.

Teacher asks: How does it feel to be treated in this way? Was this fair? Why do people discriminate?

Students read the cartoon in Portuguese and translate it into English. They discuss about it and think of somebody they know (classmate, friend or relative) who may have suffered from the prejudices portrayed by the cartoon. Students list as many acts of discrimination as they can. They try to understand and define discrimination.

Activity 2: Students fill in this questionnaire:

Have you ever been discriminated against?

- Yes
- No
- I'm not sure

Where?

- At home
- At school
- At public places
- Other

The person(s) that made you feel discriminated against was/were

- (one of) your peers
- (a) member(s) of your family
- your friend(s)
- other:

Have you committed any discrimination against anyone?

- Yes
- No
- I'm not sure

Against whom?

- A member of my family or relative
- A peer
- A friend
- Other:

How were you discriminated against?

Why do you think some people need to discriminate people?

- Their lives are difficult
- They need to feel dominant over you
-
- Suggestions for a discrimination-free future:

Analysis of results

Activity 3: How is bullying, racism, gender discrimination or any other forms of discrimination dealt with at school? Could they be improved in any way? What can we do to stand up against discrimination?

Pledge and commitment on the part of discriminators not to discriminate any more. They must write a list of new patterns of behaviour to follow to avoid discriminating others. Tips and support to those that have claimed to be discriminated frequently. Suggestion of the different channels the school and social services have made available for them.

Establishment of a support or “pride boost” group within the school, formed by volunteers. Students create a poster that illustrates the ideas the class came up with for standing up against discrimination and the channels they can use at school or outside school (“Oficina per la No Discriminació”, SOS Racisme... in Barcelona) to fight against it. We hang them around school.

2.5. Discrimination lesson plan

Osnovna šola Litija, Slovenia

Objectives

Activities will help students:

- identify acts of discrimination
- explore ways to stand up against discrimination
- encourage others to take action against discrimination

Essential Questions

- What does it mean to be discriminated against?
- Why do people discriminate?
- What can we do to stand up against discrimination?

Materials

- Don't Discriminate handout
- poster board or construction paper
- markers

OVERVIEW

People sometimes look the other way when they see an act of discrimination because they do not know how to stop it. By providing students with real-world examples, we can help them identify peaceful ways to respond.

PROCEDURE

1. Pretend your teacher made the decision that everyone who is wearing blue today will not be allowed to go to recess. Discuss your answers to the following questions with a partner:
 - In this situation, how would you feel if you were wearing blue?
 - Do you think it's reasonable for your teacher to decide who can go to recess based on what they're wearing? What if your teacher decided that only students who were wearing green shirts could go to recess?

- How would you feel if you were wearing a green shirt and were allowed to go to recess when your best friend, who is wearing blue today, is not allowed to play?
2. As a class, discuss the following:
 - Who is being treated unfairly in this situation? These people are being discriminated against.
 - If you were the one being discriminated against, what would you do?
 - What would you do if you saw a classmate being discriminated against?
 3. Now read Don't Discriminate to learn about real-life examples of discrimination and how people stood up against it. Answer the questions provided.
 4. Use the board or chart paper to create a “graffiti wall” of reactions to what you just read. As you think about the examples of discrimination you read about, go up to the “wall” and write down your thoughts, feelings or questions. More than one person may write on the wall at a time.
 5. As a class, look at the “graffiti wall” and discuss Don't Discriminate. What are some reasons the people you read about were being discriminated against? Why else might people be discriminated against? (*Note: Record student ideas, such as race, religion, appearance/attire, ethnicity, sexual orientation, disabilities, etc. on the board or chart paper.*) How did these examples of discrimination make you feel?
 6. List all the ways the people you read about safely stood up against discrimination. What are some other ways you could safely stand up against discrimination? (*Note: Emphasize peaceful strategies like the ones included in Don't Discriminate, such as telling an adult, contacting a civil liberties group or organizing a boycott or protest. Record student ideas on the board or chart paper.*)
 7. With a partner or small group, create a poster that illustrates one of the ideas your class came up with for standing up against discrimination. Hang your posters around school to encourage schoolmates to take action against discrimination.

Don't Discriminate

Directions: Read each of the following scenarios. Then answer the questions that follow.

Michelle Oaks is thankful she beat cancer. But her medicine left her almost deaf and short for her age. Classmates at her New Hampshire high school bullied her for these things and even said she faked her illness. She responded to the mean teasing by talking about her experience. She hopes doing so will help her classmates understand childhood cancer.

a. Who is being discriminated against in this situation? Why?

b. Who stood up against this discrimination and how did he/she/they do it?

Abby Brammer was happy that a restaurant in her New York town was going to hire her to work after school. But the manager changed his mind when he met her in person and saw that she was African American. Friends held signs outside the restaurant in protest. Many from the town refused to eat there. After Abby sued the restaurant, the owner agreed to be fair when hiring workers.

a. Who is being discriminated against in this situation? Why?

b. Who stood up against this discrimination and how did he/she/they do it?

When Rochelle Hamilton began high school in Northern California, students and adults bullied her for being a lesbian. They said mean things to her. They also would not let her in the girls' locker room. Rochelle's mother met with school officials for months, but nothing changed. Rochelle and her mother then turned to a group that helps protect people's rights. When the group pointed out that the school was breaking the law, the school finally agreed to make things better.

a. Who is being discriminated against in this situation? Why?

b. Who stood up against this discrimination and how did he/she/they do it?

CHAPTER 3

LTT in Jibou, Romania – Short term exchange of group pupils (25-29 November 2019)

3.1. The Agenda of the Meeting

MONDAY, 25th November 2019

8.00 - 8.50 Attending the first class with their hosts

9.00 - 9.30 Welcome to the school / Tour of the school: Erasmus + board / Reading Wall

9.30 - 10.30 Icebreakers – Getting to know each other games & activities

Activity 1: Candy Game - Students take one candy and according to the colour they talk about that topic (red - hobbies & free time activities; golden - favourite holiday destination; blue - school life; purple - favourite music & films)

Activity 2: Students worked in 5 international teams, they needed to talk and find 6 things in common for them)

Activity 3: Students needed to walk, talk, mingle and complete the worksheet "Find someone who..."

11.00 - 12.00 Cultural programme prepared by the Romanian students / Presentation of the project / Presentations of the guest students

12.00 - 14.00 Watching the film: "The Boy in the Striped Pajamas"

14.00 Free time

TUESDAY, 26th November 2019

8.00 - 8.50 Attending the first class with their hosts

Energizer: Dares with music, when the music the student who had the envelope needed to pick a challenge and do it.

9.00 - 10.20 Pupils will work in 5 international groups on the following tasks related to the book "The Boy in the Striped Pyjamas":

Group 1: Compare and contrast the following characters: Bruno and Shmuel, Bruno and Gretel, and Pavel and Lieutenant Kotler

Group 2: Write an original dialogue between two characters from a book, e.g. Mother and Father, Bruno and Shmuel, Father and Lieutenant Kotler, etc

Group 3: Create another character for the story. Explain how things would change with this character's presence.

Group 4: Write an alternative ending to the story.

Group 5: Redesign the front and back cover of this novel. Include the important information as well as a short summary on the back.

10.20 - 10.50 Presentations of their work related to the book "The Boy in the Striped Pyjamas"

10.50 - 11. 20 Break

Energizer: Mime/describe/draw - students needed to mime, describe or draw an activity for their team members to guess.

11.20 - 11.40 What is a book trailer? Watching examples of book trailers on YouTube. Sharing apps of creating video slideshows. 10 Easy steps to create a book trailer

11.40 - 13.00 Working in 5 international groups: Creating a book trailer for "The Boy in the Striped Pyjamas"

13.00 - 14.00 Watching the book trailers and uploading them on Twinspace, Facebook page and website

14.00 Free time

WEDNESDAY, 27th November 2019

8.00 - 8.50 Attending the first class with their hosts

9.00 - 9.20 Watching the documentary film "Refugee"

9.30 - 10.30 Watching 2 refugee children stories. Discussions and group work. Defining the word refugee. Difficulties encountered along their way to the country. Difficulties after arriving their new country.

10.30 - 11.00 Break

11.00 - 12.00 Refugee poster project: Participants imagine a group of refugee children of the same age are coming to live in their town. They follow clear steps to plan, research, prepare, do and present ideas for activities to make the refugees feel welcome. Finally, they present their ideas to the class using posters to help them explain their ideas.

12.00 - 12.10 Break

12.10 - 12.30 Presentations of posters

12.30 - 14.00 Stereotypes and prejudices activities

14.00 Free time

THURSDAY, 28th November 2019 - History of Transylvania

7.30 Departure from hotel (teachers)

8.00 Departure from school (students)

10.00 - 12.30 The History of the Salt Mine in Turda, Cluj

13.00 - 15.00 Lunch at Hunter Castle

16.00 - 18.00 Free time in Cluj-Napoca

18.00 Departure from Cluj-Napoca

FRIDAY, 29th November 2019

8.00 - 8.50 Attending the first class with their hosts

9.00 - 10.00 Creating/Designing the superheroes: Akira & Rose (superpowers, physical appearance, costumes, personality), creating their rivals Intolerance and Discrimination

10.00 - 12.30 Writing the first episode of the comic book: Akira & Rose fighting Intolerance and Discrimination

12.30 - 13.00 Presentation of the story

13.00 - 14.00 Certificates & Farewell

14.00 Free time



3.2. Articles about their experience in Romania

On 24th November we travelled to Romania, Jibou for an Erasmus + project named “Reading for LIFE”.

In Romania the nights are very cold, so it’s different from Portugal. In Romania the houses and the schools are warmed because outside it’s very cold. The houses are very nice and quite comfortable.

Food is very interesting: tasty, salty, spicy. They eat a lot of vegetables and fruit.

In Portugal, people are mainly Catholic, but in Romania they are mainly Orthodox. If you are Orthodox you can get married as many times as you want by the church.

On the 25th November we visited the Botanical Garden, it is very nice and beautiful place, that we recommend you to visit.

On 28th November we visited “Salina Turda” in the Transylvania region with those from different countries, that are participating in the Erasmus + project. It’s a beautiful space for those who like to explore and know new things.

Socializing with people from different countries was very good because we improved our English.

It was a great experience.



Here in Romania is beautiful, we are not very rich but we try to make this country beautiful. Here it is cold but we like this. Every day we go outside and play games. On the first day, we watched a traditional show and ate traditional food. Every day we participated in activities and learnt a lot of things about discrimination and tolerance. On Monday we went to the Botanical Garden and presented Jibou. On Thursday we visited Salina Turda and learnt about the past. We made a lot of friends and gave presents to each other.



We hope everyone felt amazing! :)

Small Town, but a Big Heart

We lived in Jibou, a nice, small town in Romania, there were people from different countries, we've got along very well.

We never had such cold as in Jibou.

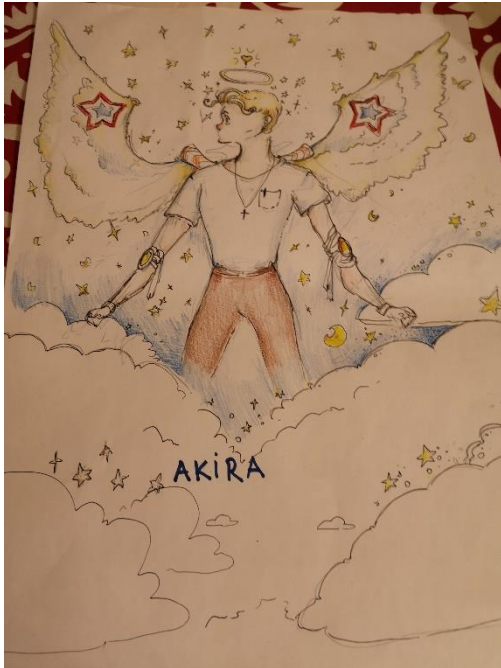


During this week we did interesting activities about equality and about stopping stereotypes.

Romanian people are very easy-going and we easily became friends with the students from other countries, too. Everybody was very friendly and helpful.

They say that only your friends and family will bring you happiness and that is TRUE.

3.3. First chapter of the book with Superheroes, AKIRA & ROSE fighting Intolerance & Discrimination



In the state of Alabama, Intolerance and Discrimination are planning to attack the Erasmus, because they try to reunite all the people and they want to split them.

The first country being attacked was Portugal, they kidnapped different races and put them all together in their countries, then they shot glitter bombs, which created barriers between the countries.

Our 19-year-old heroes, Akira and Rose found out and they tried to stop them.



The bad ones hacked televisions and Internet, that's how the heroes found them. They wanted to stop them, so they went there to fight Discrimination and Intolerance. Once they arrived, Discrimination and Intolerance ran away keeping splitting people. The heroes lost them and the bad ones took Spain.



Akira and Rose followed to stop them, but they escaped again. Now, they left to Romania. There, Norway and Slovenia were waiting to help the heroes, so they wouldn't keep splitting people.

In the end, the heroes caught Intolerance and Discrimination by throwing little metal balls on the ground in front of the evil ones, so that they fell, and the heroes caught them and threw them in jail.

CHAPTER 4

Refugees/Migrants Lesson Plans

4.1. Lesson plan: Migrants and refugees

School: Hilstad, Norway

Teachers: Siri Nepaas, Ingrid Stokke

Age group: 12-15

Aims of the activity:

- Understand the words: refugees, migrants, immigrants, emigrants, migration
- Understand different reasons for why people choose to migrate
- Understand how the situation is for refugees
- Find out how refugees and immigrants are included in the Norwegian society

Materials used:

-whiteboard, projector, iPads, internet (amnesty.org), book: Kosmos 10

Define the words:

What is a refugee?

What is an immigrant?

What does it mean to migrate?

Brainstorm 1: What do we know about refugees and migration? Associations to the word “refugees”. How is the present situation in Syria?

Brainstorm 2: What do we need to learn?

Activities:

1. Watch short video clips: “Fleeing Syria” and discuss different questions:
 - How was their situation? What was the hardest part for the refugees? What could have made their situation easier? What can we do for refugees from Syria?

2. Group work:

Create and send an invitation to the local school for refugees. Create an interview. Interview a refugee and an immigrant. Compare their stories

Or Send an e-mail to the mayor in Broennoey: Ask the mayor what we do in our municipality to welcome and include refugees.

4.2. Lesson plan: Migrants and refugees

School: Agrupamento de Escolas de Idães, Portugal

Teacher: Luís Pereira

Learning Objectives

Aims of the activity:

1. Build background about human migration and types of migration.

Explain to students that human migration is the movement of people from one place in the world to another.

- internal migration: moving within a state, country, or continent
- external migration: moving to a different state, country, or continent
- emigration: leaving one country to move to another
- immigration: moving into a new country
- return migration: moving back to where you came from
- seasonal migration: moving with each season or in response to labor or climate conditions

Success Criteria

Participants direct observation during the class;

Feedback offered through discussions by participants;

publish the interview in the school, and local newspapers

Analysing the data from the online questionnaire applied at the end of the activity.

At the end of the activity, all participants will be able to:

Provide specific examples of each to demonstrate understanding of the differences between the three concepts.

- An emigrant is a person who goes to one country to live in another one.
- An immigrant is a person who goes to a country to build a new life.
- A refugee is a person who moves to a new country because of different problems in their home country.

Materials

-whiteboard, video projector, laptop, worksheets, online questionnaire, internet

Activity 1:. Presentation of “human migration” and its definition by students from 12th grade.

-internal migration; external migration; emigration; immigration; return migration;seasonal migration.

-Refugees.

The students from 7thA are the target audience.

Activity 2: Interview to a Refugee by 7thA students.

Activity 3: Writing an article based on previous interview for the school and the local newspapers and to the school web page.

Activity 4: Using mentimeter.com to evaluate the achievements goals

Assessment tool

-teacher observation

-public discussion,

-works in progress with comments,

-brainstorming,

-Dissemination goolge form.

-production of an article / interview

4.3. Lesson about Differences between emigrants

Osnovna šola litija, Slovenia

1. Build background about human migration and types of migration.

Explain to students that human migration is the movement of people from one place in the world to another. Ask: What are some different types of human movements? Then tell students that people move for many reasons, and that types of human migration include:

- internal migration: moving within a state, country, or continent
- external migration: moving to a different state, country, or continent
- emigration: leaving one country to move to another
- immigration: moving into a new country
- return migration: moving back to where you came from
- seasonal migration: moving with each season or in response to labor or climate conditions

2. Discuss people who migrate.

Tell students that people who migrate fall into several categories:

- An emigrant is a person who is leaving one country to live in another.
- An immigrant is a person who is entering a country from another to make a new home.
- A refugee is a person who has moved to a new country because of a problem in their former home.

Have students provide specific examples of each to demonstrate understanding of the differences between the three terms.

3. Brainstorm reasons for migrating.

Ask: Why do people move? What forces do you think drive human migration? Then explain to students that people move for many reasons and that those reasons are called push factors and pull factors. Tell students that push factors include leaving a place because of a problem, such as a food shortage, war, or flood. Tell students that pull factors include moving to a place because of something good, such as a nicer climate, more job opportunities, or a better food supply. Ask: What effect does a region's economy, climate, politics, and culture have on migration to and from the area? Have students brainstorm additional reasons for migrating, such as displacement by a natural disaster, lack of natural resources, the state of an economy, and more.

Informal Assessment

Check students' comprehension. Make sure they understand the difference between emigrants, immigrants, and refugees.

4.4. REFUGEE Lesson Plan

Liceul Tehnologic Octavian Goga Jibou, Romania

Teacher: Melinda Nagy, Gabriel Barjac

Age group: 12-14

Aims of the activity:

To promote cross-cultural understanding and tolerance

To encourage planning, collaboration and teamwork

To raise awareness of World Refugee Day

To give pupils an opportunity to be creative

To develop presentation skills

Project materials: coloured pens, pencils or crayons, paper, a large sheet of card, scissors, glue, laptop, internet, videoprojector

Activity 1: definition of the word refugee – group work, then whole group discussions

Activity 2: watching videos on Netflix “Refugee” and on YouTube:

https://www.youtube.com/watch?v=XrHHJlQ5fy8&feature=emb_logo

https://www.youtube.com/watch?v=_btyYMCzIw&feature=emb_logo

Activity 3: Discussions based on the video:

Why do refugees leave their country?

What do they leave behind?

What’s the difference between travelling to another country for a holiday and being a refugee?

Activity 4: POSTER CREATION – TASK:

Refugee project task

A group of refugee children are coming to live in your town. They are the same age as you. They can’t speak your language but some of them can speak English. They don’t know much about life in your town and they don’t know anybody. This is an opportunity for the refugees and also for you and your friends to find out about a new culture. You are going to plan some activities to welcome the children to your town, to help them make new friends and to share useful information. Follow the steps to complete your project.

Activity 5: Poster presentations and feedback from the class.

SECOND SEMESTER

February –
June 2020

e-Safety

Bullying

Cyberbullying