

Activity 3: Experience of social discrimination– 10’ – LO 1,2,3

Students’ activity	Timing	Teacher’s Actions	Students’ Actions	Related to Session’s ILO
2. Experience of social discrimination	15’	<p>Recalling personal experience</p> <p>Ask them to work on their personal experiences. All individually 1 minute in silence trying to select one incident of him/her as the victim of social discrimination and one as the perpetrator.</p> <p>Select someone from the team you know less and tell your stories justifying your choices and defining your emotions.</p> <p>Team up and in the team the listener of each pair (not the person who told the stories) narrate the two stories to the team (provide time for discussion)</p>	<p>1 minute in silence, individually each group member remembers and selects one incident of him/her as a victim of social discrimination and one as the perpetrator.</p> <p>In pairs (3 min each=6 min), the team members exchange their two stories to each other</p> <p>All the members share the stories of their partner. After that all together discuss the similarities and differences between them.</p>	1
	15’	<p>Connecting personal experience to EDC/HRE</p> <p>Distribute A4 colored papers, cut horizontally in half. Give each team 4 papers.</p>	<p>Team members discuss and write values (only values, not their negative, for example justice, not injustice) on the colored papers.</p> <p>When teams are ready, they stick their values</p>	1

		Each team work on the following question: What are the values that were violated and created your bad memories? Provide them a sheet with the values of EDC and the descriptors.	cards at the lower part of a wall/board.	
	5'	Presenting how literary discourse enables the reader to develop attitudes, values and skills associated with EDC/HRE Ask the teams to shortly outline the online discussion on the role of literature in promoting empathy and associate this with EDC values and attitudes	Team members discuss and write values, attitudes on the colored papers When teams are ready, they stick their values cards at the higher part of a wall/board	2
	5	Presenting literary text: C.P. Cavafy, "The walls" and the different approaches possible (textual, reader response, cultural context Introduce basic information about the poet, the period when he wrote	They attend and take notes.	1
	35'	Exploring how the poem can be taught in different ways,	The teams choose one or two values to work with and to write a	3

		<p>according to the approaches</p> <p>Ask the teams to choose one value and one attitude from EDC and create a short lesson plan, focusing on two activities that respect the chosen values</p>	<p>lesson plan with two concrete activities that respect the chosen value(s).</p> <p>All the participants can reflect on what they construct. Each contribution is precious.</p>	
	10'	<p>Debriefing</p> <p>Impressions about the activity</p> <p>What did we learn?</p>	<p>All the participants reflect on what and why they have done during the session.</p>	1,2,3
Preparatory tasks for Students (if they needed):	no			
Teacher's preparatory actions:	Ppt presentation, Flipchart stand, flipchart paper, markers A4 white paper, A4 paper in 4 colours, Pens and notebooks (for each participant), Printouts with EDC/HRE values and descriptors			
Assessment	Debriefing Lesson plans			

