

Case study 18 (Race)

- **Description:** Henry is a 6-year-old radiant Vietnamese boy, incredibly charming and full of energy. Completely different in appearance from his classmates, he evokes sympathy and delight. The difference in his racial background often leads to him being ignored and excluded from class games and activities from his peers.
The fact that a problem does not exist in our school does not mean that it is not a fact in mass public schools.
- **Key words:** race, different, appearance

Tool 1

1. Title: Game "Class Photo"

2. Using this tool, a negative attitude towards children with different external marks or ethnicity can be detected.



Source: <https://www.epuzzle.info/>

3. Instructions / Methodology / Recommendations how to use the tool

Explain to the children that you will be taking a non-standard "class picture". Have each child draw a self-portrait. Together with the children, cut out the drawings and make a collage. You can stick the collage in front of the classroom or inside the room in a place visible to the children. This joint activity will allow children to express themselves, it will show them that although we may look different, there are many things that connect us. I am me and I am unique. We are all part of the same class.

4. Interpretation of the results

If the child reacts negatively after arranging the pictures in the collage, this is a sign that there is a problem. It is possible for a child to touch another child's drawing, which is also an indication of a serious problem.

5. Key words: class picture, unique, look different

Tool 2



1. Title: Game "Know the differences, respect the differences!"

2. Using this tool, a negative attitude towards children with different external marks or ethnicity can be detected.

3. Instructions / Methodology / Recommendations how to use the tool

Source: <https://priobshti.se/article/priobshtavashta-klasna-staya/poznay-razlichiyata-uvazhavay-razlichiyata>

The goal is for participants to come to the understanding that all human beings are different and unique and deserve respect and dignity.

1: Gather participants into small groups. Have each group take a piece of paper and make two columns on it - a Similarities column and a Differences column.

2: In 5 minutes, have the participants discuss and write down the similarities for everyone in their group.

3: Then for another 5 min. for the groups to note the differences they find. When recording similarities and differences it is important that participants consult with all members of the group without leaving anyone out.

4: Have each group present the similarities and differences.

5: Discuss, sample questions:

- What is it that connects us? And what makes us different?
- Which do we see more easily – the similarities or the differences?

4. Interpretation of the results

If a different child's opinion is ignored, this is a signal that there is a problem. If in the course of the game, the teammates start to laugh at what he wrote, this predetermines the failure of the game.

5. Key words: human beings, different and unique, similarities, differences

6. Links for more information: <http://devedu.eu/>

Tool 3



1. Title: Game "Discrimination? No thanks, I prefer tolerance!"

2. With the help of this tool, prejudices related to origin, economic affiliation, race, religion and other elements of cultural diversity can be detected.

3. Instructions / Methodology / Recommendations for using the tool

Source: designermobeloutlet.com

Prepare different roles of people such as: poor, hearing impaired, foreigner, Muslim, Asian etc. Tape the roles on the back of everyone in the class without him/her seeing or knowing what his/her role is.

Everyone begins to walk around, reading the roles of others and performing what is written on the sheet or what they have heard about such a person, but without revealing what is written. Participants try to figure out what is written on their back. Let this continue until everyone has reviewed and "communicated" with everyone. Finally, the group gathers and everyone discusses. Example questions for each might be: How did the others behave? How did you feel? Who/what do you think it was? After everyone has shared, read the sheet with their roles.

4. Interpretation of results

If what is written on the back of a student leads to laughter and ridicule, this is evidence of a lack of tolerance among students. If, in the phase of trying to understand what is written on their backs, some students are

unintentionally or consciously offended, this testifies to the presence of a series of prejudices among their classmates.

5. Key words: role, diversity, discussion

6. Links for more information: <http://devedu.eu/>

Tool 4

1. Title: Game "Let's take a stand - vote with your feet!"

2. With the help of this tool, nascent chauvinistic attitudes in students, as well as unsatisfactory attitudes towards different cultures, will be detected.

3. Instructions / Methodology / Recommendations for using the tool

Divide the room in two with an order of thought: on one side are those who agree, on the other, those who disagree. Have the participants move and stay in the appropriate part of the room to express their position about the statement they hear from you. After each of the statements, some of the children can say why they chose that position.

Here are some ideas for statements:

- We humans have more similarities than differences.
- The world is dangerous because it is inhabited by people who are very different from each other;
- All people are born with equal rights, regardless of their culture. It makes no sense for people from different cultures to communicate with each other.

4. Interpretation of the results

If students are moving erratically and stopping at one end of the room, then at the other, without listening to the questions being asked, you have a problem. If students are pushing and heckling instead of listening and responding appropriately, the problem is real.

5. Key words: differences, skin color, equal rights of all people, different cultures

Tool 5

1. Title: Game "Entanglement - entanglement"

2. With the help of this tool, deviations in communication in unusual situations can be detected.

3. Instructions / Methodology / Recommendations on how to use the tool

Divide the class into 2 or more groups. Have each group form a circle. It is good for children to be close to each other.

At the signal "Start" from your side, each child grabs the hands of the one he chooses from the circle, and he is not allowed to grab the children on either side of him. Everyone gets tangled up.

The goal of the game is for the children to untangle without letting go of each other's hands. Of course you can make the game competitive. The group that untangles first wins.

You can try it with the whole class without dividing the children into groups. The more participants there are, the more complicated the communication (problem solving), but also the more fun.

Make the rules more complicated - for example, each child must grab a different child with each hand, not the same child with both hands.

In the next round of the game, the rule can also include that the children do not talk to each other until they are untangled, but understand each other without words.

4. Interpretation of the results

A sign of a possible problem is the reluctance of students to follow the rules of the game to the end and start playing their own way. Another sign of trouble is the possibility that a student may hurt another, and this is not entirely accidental.

5. Key words: communication, mutual support and teamwork