

Learner outcome	Values of self awareness and acceptance
Duration	45 minutes
Room requirements	Free space, seats in a circle, one chair in the middle
Learning aim	<ul style="list-style-type: none"> ○ Young people are sensitive to the needs of others. ○ Young people appreciate the similarities and differences between people, but also acknowledge a sense of common humanity. ○ Young people explore and understand issues of fairness and justice. ○ They have a personal commitment to others, issues of equality and justice.
Description of activity (step by step)	
	<ul style="list-style-type: none"> ○ Tell learners to sit on chairs in a circle, leaving one empty chair in the middle. ○ Say that they have just arrived on an island called Albatros and will soon get to know its inhabitants (played by two teachers or a teacher and a learner). ○ Tell the class that you are going to leave the room for two minutes in order to prepare for a short performance. ○ With a colleague or learner of the opposite gender, present this five-minute show: <p>A man and a woman enter the room muttering a monotonous melody. The man has his shoes on, but the woman does not. They enter the circle, with the woman walking a few steps behind the man and carrying a bowl of peanuts. She places the bowl under an empty chair. They both walk around, greet learners with a bow, and then grab their feet and place them on the floor. The man touches only boys and the woman both boys and girls. They do all the activities in silence, using non-verbal forms of communication (eye contact, touching, muttering).</p> <p>Eventually the man sits on a chair, and the woman kneels on the floor, behind the man. The woman offers the man some peanuts. He eats some, then he serves the woman. After the snack the man places his hand on woman's neck and she bows and touches the floor with her forehead. After a few seconds they both get up, take a bow to the visitors and leave the room.</p> <p>Discussion (10–15 minutes) Learners are asked to describe the situation they saw. The teacher can then ask a few questions to start the discussion:</p> <ul style="list-style-type: none"> ○ What can you say about the culture of the inhabitants of the island? ○ Would you like to live there? ○ What would your life on the island look like if you were a man? How would it look if you were a woman? <p>At a suitable point in the discussion, provide this explanation: The people living on the island are very peaceful and happy. Their divinity,</p>

	<p>Mother Earth, is worshipped, and contact with the earth is considered a privilege. That's why making guests touch the ground is a sign of respect.</p> <p>Women are a privileged gender as they give life like Mother Earth. Men have to walk in front of women in order to protect them from danger. Men have to try food first before a woman starts eating, for the same reason. Women have the privilege of sitting on the ground, close to Mother Earth. According to the ritual, men can experience contact with Mother Earth by touching a woman's neck when she touches the ground with her forehead. That's how men get the cosmic energy that comes from Mother Earth. Apart from that ritual men are not allowed to touch women without permission.</p> <p>Evaluation (10–15 minutes) After presenting the culture of the inhabitants of Albatros island, discuss it with learners. Proposed questions for discussion:</p> <ul style="list-style-type: none"> ○ How did your cultural experience influence the way you perceived this different culture? ○ What factors influence our perception of other people? ○ Have you ever experienced a situation in which you misinterpreted some facts? ○ Have you changed your mind about living on the island after finding out about the culture? ○ Imagine you are the inhabitants of this island. Would you like to change something about it? If so what? ○ Why is it easier to accept some cultural rituals than others (you might like to have some examples from your national context for learners to discuss)?
Materials	A bowl of peanuts

Learner outcome	Values for global citizenship	
Evaluation activity for outcome:		
The danger of a single story		
Assessment criteria (these statements are written in the first person but could be used for teacher assessment of learners as well as for self-assessment by learners)		
Early	Developing	Secure

<p>I can demonstrate compassion and empathy towards others locally and globally.</p> <p>I understand the concept of fairness and recognise that the world is not always fair. I am able to give examples to support this.</p>	<p>I can demonstrate compassion and empathy towards others locally and globally.</p> <p>I am sensitive towards the different feelings, needs and views of others.</p> <p>I acknowledge there is a common humanity and people have common needs.</p> <p>I understand the concept of fairness and recognise the world is not always fair.</p> <p>I am willing to speak up for others.</p>	<p>I demonstrate compassion and empathy towards others locally and globally.</p> <p>I am sensitive towards the different feelings, needs and views of others.</p> <p>I understand the idea of a common humanity, with common needs.</p> <p>I understand the concepts of fairness and justice.</p> <p>I am willing to take action against inequality and demonstrate a commitment to social justice and equity.</p>
DURATION	60 minutes	
Evaluation activity description (step by step)		
0.00	0.00 With your class, watch the video “The danger of a single story” of Chimamanda Adichie giving a TED Talk (subtitled in many languages): http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-82450 .	
20.00	Ask learners to write their own personal “single story”, meaning an experience that shaped their opinion, consciously or unconsciously, on someone or something without them searching for factual information about the reality.	
35.00	Ask learners to share their stories in plenary.	
55.00	Lead a discussion that will enable learners to reflection on how each person modifies or strengthens their prejudices against people and issues. Observe learners and evaluate them according to the level of fulfilment of the assessment criteria.	
Materials	pens, paper, a computer, a projector, speakers	