



# 26. What I stand for

## DESCRIPTION

The school community (management, teachers, parents, local community representatives) will explore in an experiential way their beliefs and prejudices on various issues of the refugee phenomenon, and will have the opportunity to develop and listen to different perspectives.



## OBJECTIVES

**The objectives of the activity are for teachers to:**

1. listen carefully to others without making comments or interventions,
2. think analytically and critically,
3. develop arguments and counter-arguments for each controversial statement,
4. reflect on their personal beliefs.



## EXPECTED OUTCOME (EO)

**Upon completion of the activity, teachers are expected to:**

1. listen actively and without interference to other people's arguments,
2. think analytically and critically about all aspects of an issue before forming an opinion,
3. reflect on their personal beliefs and any prejudices on controversial issues.





# What I stand for

VALUES

ATTITUDES

Respect

27 Gives space others to express themselves **B**

28 Expresses respect for different opinions, worldviews and lifestyles unless they violate human rights **B**

Tolerance of ambiguity

50 Engages well with other people who have a variety of different points of view **B**

## COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

64 Can draw conclusions from the analysis of an argument **B**

Skills of listening and observing

70 Listens carefully to differing opinions **B**

71 Listens attentively to other people **B**

Flexibility and adaptability

82 Modifies his/her opinions if he/she is shown through rational argument that this is required **B**

SKILLS

Knowledge and critical understanding of one's self

108 Can critically reflect on his/her values and beliefs **I**

110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them **A**

KNOWLEDGE & CRITICAL UNDERSTANDING





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## Activity steps

# 01

The facilitator prepares reflective statements (see examples below). S/he creates a dividing line in the room and places an A4 sticker with the word AGREE on one side and another with the word DISAGREE on the other side.

# 02

S/he explains to the participants that s/he will read a series of statements with which they are asked to agree or disagree, and to place themselves accordingly in the space created with the words AGREE and DISAGREE. If they do not have a clear opinion, they can stand with one foot on one side and the other foot on the other side.

# 03

After each statement, the facilitator asks the participants to explain why they chose the position they took. He/She explains that while the arguments for the different positions are being exchanged, the participants may move and change positions.

# 04

**Chairs are placed in a circle for reflection:**

- How did you feel about the statements?
- Was the decision easy each time?
- If you moved after the first decision, what is it that made you change your mind?

## Evaluation/Assessment

Reflective discussion at the end of the workshop.

## Materials/sources

1. Short list of controversial statements, no more than 5 or 6.
2. 2 pieces of paper with the words DISAGREE and AGREE.

This activity is an adaptation of the activity "What I stand for" from the manual "Learning to Live Together".

<https://gnrc.net/en/knowledge-center/documents/document/1132-learning-to-live-together-programme>





# What I stand for

- Refugees must adopt the European way of life in the host countries.
- A country should first meet the needs of its citizens and then provide services to refugees.
- Host countries should ensure that basic subjects, such as mathematics, are taught in the mother tongues of refugee children.
- This country should be a transit country and not a destination country for refugees.
- Refugees should be employed in professional sectors that the host country needs.
- Those born here should automatically receive citizenship.
- This country must provide public places of worship for the religions of refugees.
- Schools should provide teaching of the mother tongues of refugee children.
- Girls should be forbidden to wear headscarves in school.
- Refugee children must learn this country's official language in preparatory programs and be enrolled in schools after they have mastered its basics.
- Schools should provide places for prayer for children of other religions.

