

# **Education for Development: A Training Manual**

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EDUCATION FOR DEVELOPMENT

*Greeting his students  
the teacher asked:  
What do you want from me?  
And the answer came:  
How to take care of our body?  
How to raise our children?  
How to work together?  
How to live with other people?  
How to play?  
What is the purpose of life?  
And the teacher considered these words,  
and sorrow flooded his heart  
for he had never been taught such things.*

J.C. Chapman and G. Counts

## WHAT IS EDUCATION FOR DEVELOPMENT

### I INTERDEPENDENCE

### II KNOWING OTHERS AND RESPECTING DIFFERENCES

### III SOCIAL JUSTICE

### IV CONFLICT AND CONFLICT RESOLUTION

### V CHANGE AND THE FUTURE

## Foreword

This manual is the result of the work on the project entitled *Education for Development*, approved by the Ministry of Education and Sport of the Republic of Croatia and sponsored by UNICEF - the Office for Croatia. The institution realizing the project is

The Faculty of Philosophy - Educational Sciences in Zagreb. All the members of the project group work at this faculty.

The aim of the project *Education for Development* is to get students of education and teachers beginners acquainted with this area of work. The result of this effort is the introduction of the optional course Education for Development in the final year of study for students at the Teacher Training College. Moreover, a number of seminars lasting several days have been organized for teachers beginners. Special emphasis is given to work with young teachers who are ready to apply new knowledge in their everyday work with the students.

It is the purpose of this manual to show how the principles of Education for Development can be implemented in regular classes. Education for Development was not designed as a separate subject, but as an approach that a teacher can convey to his/her students.

Part of the examples refer to particular teaching units - they contain information about the class, the subject and the teaching unit, based on the actual curriculum and the textbooks.

Apart from these activities, some others are mentioned that are not directly connected to the curriculum, but the teachers can use them when they think appropriate and adapt them to particular school subjects and the students' age. It is vital to use such activities in certain classroom situations, such as when conflicts among students arise or when confronting the problem of lack of understanding and intolerance, etc.

Each of the suggested activities or exercises related to a particular teaching unit has clearly set objectives, the necessary material and the description of the procedure. After every activity or exercise it is very important for the teacher to have a discussion with the students about it, in order to be certain to have achieved the set objectives.

A significant contribution to the making of this manual has been made by the students of the Teacher Training College (the first generation at Zagreb University that chose Education for Development as their optional course). It is at the seminars that we came up with suggestions on how Education for Development could be implemented in regular classes. We started with ecology in science classes and very soon moved on to all the subjects taught in the first four grades of elementary school.

*Let's get acquainted with our town, Shades of cold colours, Adjectives, What do adults do* - these are all titles of different teaching units that teachers work on with their students, and ideas how to use them have developed during our work with the students attending the course *Education for Development*. Thus we want to thank all the students who attended the optional course *Education for Development* in the academic year 1996/97, who with their contribution enriched this manual.

All the described teaching units are part of the regular curriculum in the first four grades of elementary school. As can be seen from the given examples, we have not paid attention only to the content (the topics are taken from school textbooks) but to the procedure as well. Group and pair work are encouraged as well as interactive learning and interdisciplinary approach to teaching. Brainstorming, expressive techniques, etc., are also used. We have not paid attention only to the acquisition of *knowledge*, but also to the acquisition of certain *skills* (like active listening, non-violent conflict resolution, etc.) and *attitudes* (analyzing stereotypes, reducing prejudice, etc).

In relation to its content the manual is divided into six chapters. In the first chapter the readers are introduced to the theoretical concepts of Education for Development. The following chapters deal with one of the five basic units each:

1. Interdependence
2. Knowing others and respecting differences
3. Social justice
4. Conflict and conflict resolution
5. Change and the future

Finally, it should be pointed out that although the manual contains individual examples which serve as illustrations to the area of Education for Development, it is clear that only permanent work can bring good and lasting results. From their first day in school the students should have an active role in the teaching process, and not be just passive receivers of information. It is hard to teach adults co-operation, if they have not achieved certain basic skills of such behaviour. The sooner an individual is included in Education for Development, the more probable it is that he/she will act in harmony with the principles of co-operation, tolerance and the protection of human rights later in life, and act responsibly in relation to the future.

. Self-experience, intrinsic motivation, one's own planning and responsible action-taking, the whole school climate, the methods of work and the contents used in the teaching process as well as the student-teacher relationship and the relationship among students - all this will influence the final result of Education for Development.

The Authors

**WHAT IS EDUCATION FOR DEVELOPMENT**

The future of every society is defined by its present care for the youth. The knowledge, the skills, the way of thinking and the values children acquire in the growing-up process influence not only the formation of their lives as individuals but also the development of the entire community of which they are part. That is why education is such a special and responsible task of every society.

Bearing in mind the fact that by acting today we can influence the creation of the future we would like for our descendants, it is necessary, by means of education, to act on the persons who will create that world, in other words, on the youth as future decision-makers. If we want a culture of peace to reign the world in the future, it is necessary to work on the creation of its principles today.

Since World War II until the 70s the prevailing attitude was that mutual assistance among countries could be best achieved by collecting financial and material help among the wealthy and by giving to the deprived. This always amounted to the rich giving aid to the poor, and, in this sense, these actions were also of a political nature. They go on in the world today, too, but they are only emergency measures and usually have results of short duration.

It was UNICEF that first mentioned Education for Development in its documents in 1970. As the world organization helping children around the world UNICEF is orientated towards programmes giving lasting results. Consequently, apart from collecting aid, programmes were started which encourage the development of children and of the community on the whole.

*Education for Development is a process which promotes the development, in children and young people, of attitudes and values such as global solidarity, peace, tolerance, social justice and environmental awareness, and which equips them with the knowledge and skills which will empower them to promote these values and bring about change in their own lives and in their communities, both locally and globally.*  
(UNICEF,1992)

This concept has not only been accepted by the international community but it has also been constantly expanding. The reasons for the spreading of the concept of *Education for Development* are:

- ***The changes in the idea about what constitutes “development”***

Nowadays development is not seen only from the point of view of technological development, of higher standard of living and material goods. The idea of social

development is rather connected to the moral development of society. Getting closer to a society in which every individual feels worthy and respected, in which every person's rights are guaranteed and protected represents an important aspect of development. In reality this aspect is more difficult to achieve than the technological one.

• ***The complexity of global, social, economic, political, cultural, technological and ecological issues***

The number of issues that can be solved at the level of one country is becoming smaller, while those requiring co-operation among a number of, or all of the countries of the world, are growing in number. Whereas the world used to face simple problems, which could be solved within particular countries and within particular sciences, today the situation could be characterized by the complexity of problems whose urgent solution is in the interest of the whole planet.

The solution of such problems requires people who are completely aware of what is going on around them, who understand the causes and are willing to take their share of responsibility for these events. From the point of view of education that means that individuals should be enabled to understand the complexity and interdependence of social events in order to be able to interpret social changes and take an active role in solving social problems.

The complexity of the problems and the necessity of their solution on the global level have resulted in the fact that the world, today more than ever, is aware of the fact of mutual interdependence of individuals, communities, peoples and countries, which results in the necessity to co-operate. However, to be able to co-operate it is necessary to learn to treat others responsibly and with tolerance, and that is a prerequisite for mutual understanding and co-operation, both at the individual and at the national and international level.

• ***The changes in the educational values***

In these new circumstances education is expected not only to fulfill individual needs aiming at the development of personality, but also to offer answers to the basic existential questions and thus enable every individual to succeed in the world they live in. The focus is not on the acquisition of facts any more, but on training the individual to acquire the ability for independent learning, the ability to find the necessary information and to be able to use it in everyday life.

Article 29 of *The Convention on the Rights of the Child* states:

*State parties agree that the education of a child shall be directed to: the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups...*

It is the concept of Education for Development that includes all these requests. *Education for Development* is preventive action - we raise children today for the future. We teach them how to communicate, to be open and sensitive to others. We teach them to learn about themselves and develop the awareness about themselves, to understand their neighbours, to get to know their family, their city, to love their country. We teach them about other people, other countries, languages, customs and to respect differences. They learn about their rights and to respect other people's rights. They learn to take care of their environment and to become aware of the connection between our behaviour towards nature today and its consequences in the future. We encourage them to be active - to realize that changes occur from within, from ourselves. We cannot always help someone living on another continent, but perhaps there is someone in our neighbourhood expecting our help or our involvement!

Why wait passively for something to change? Change is something we can bring about ourselves.

Education for Development is a wide educational frame which can help those making the decisions in education, curricula and syllabi designers, teachers, educators, producers of children's editions and TV-programmes, etc. to offer their young audience a more active experience in global participation.

Susan Fountain: Education for Development  
Seminar for Central and Eastern Europe, UNICEF, 1993

*Education for Development* is based on the following global concepts: interdependence, knowing others and respecting differences, social justice, conflict and conflict resolution, change and the future.

Education for Development should be present in all social environments: family, kindergarten, school and wider social community. Since school offers the most systematic educational action, this manual will put emphasis on Education for Development in school.

## EDUCATION FOR DEVELOPMENT IN SCHOOL

### What will the students acquire?

#### *Knowledge*

Education for Development represents a lifetime process. It should start at a very early age, both in the family and in kindergarten, and it should continue at primary and secondary school as well as university. Work in this area of education should take include three dimensions: a) it should offer knowledge to the students b) it should develop their social and intellectual skills c) it should develop attitudes and values.

*Education for Development* is a process of learning in three stages:

- investigation - collecting and analysing of data on an issue
- integration - the possibility of application through one's own experience
- action - integration into adequate activities which refer to the subject matter of investigation (Godwin, 1993).

The concept of *interdependence* includes the following knowledge:

- the world is a system in which all elements (people, events, trends, places) are interconnected
- local decisions and actions can have global implications

The concept of *knowing others and respecting differences* includes:

- knowledge of one's own characteristics, culture and heritage and its position within a wider global community
- knowledge of the cultures of others, in one's own community and in different parts of the world
- knowledge of the stereotypes about other cultures, understanding their sources and why they are unfounded

The concept of *social justice* includes:

- knowledge of human rights

- knowledge of the documents on human rights (such as the *Convention on the Rights of the Child*)
- understanding that human rights are not recognized in all parts of the world and that personal, institutional and societal behaviours can influence the promotion of human rights and freedoms
- understanding that along with rights come responsibilities

The concept of *conflict and conflict resolution* includes:

- knowledge of the various types of conflict, common causes of conflict (values, needs and resources) and potential outcomes
- understanding that conflict can have many possible solutions, of which violence is only one
- understanding that peace has many manifestations and includes negative peace (the absence of armed conflict), positive peace (based on social justice, the benefit of people and the environment we live in, safety, self-confidence and confidence in others, friendship, international understanding) as well as peace within oneself (accepting oneself, internal peace)

The concept of *change and the future* includes:

- understanding the major development issues and trends, present and future
- knowledge of the main factors which cause change
- understanding the difference between short- and long-term change, and between desirable and undesirable change
- understanding one's personal options for creating change.

Teachers spend most of their time with their students during the teaching process: there is a fixed curriculum for every school year. In our schools teacher-students conference classes are held once a week.

Education for Development is not a separate subject to be discussed during separate classes. It can be incorporated into regular classes, into all the subjects taught at school.

The content remains the same, but the approach changes in such a way to include the basic principles of Education for Development. Learning is active, self-experiencing. The children acquire skills and attitudes which prepare them for their personal involvement in the process of changes.

## *Skills*

The following skills are the basic elements of Education for Development and should and can be acquired by the students in the course of their education (Fountain, 1995):

- ability to cooperate and work effectively in groups to achieve a common goal
- co-operative and not competitive approach to tasks
- capacity to analyze events and trends to see both their many layers of causes, as well as their potential impacts
- being able to detect biases, stereotypes, and egocentric attitudes - both one's own and others'
- ability to perceive differing perspectives in the mass media
- ability to think critically about information received from a variety of sources
- ability to develop insight into the ways of life, attitudes and beliefs of others
- ability to challenge stereotyping
- ability to take responsibility for one's own actions
- being able to apply ideals such as freedom, equality and respect for diversity in the classroom and in the learners' daily lives, as well as recognizing them in the global context
- skills of resolving conflicts peacefully
- making the right decisions
- ability to communicate effectively with others
- ability to think hypothetically
- being able to envisage a variety of alternatives and their outcomes
- ability to analyse and evaluate alternatives
- ability to take concrete action

## *Attitudes*

Besides knowledge and skills *Education for Development* includes acquiring attitudes:

- recognition and respect for what is common to all the people
- positive attitude towards co-operation
- empathy
- accepting others and respecting differences

- collecting information to form one's own opinions, and not blindly accepting others'
- empathy with those who have been denied justice and willingness to help them
- commitment not only to defending one's rights, but to having responsibilities as well
- commitment to peace (peacemaking versus violence)
- attitude that conflict is part of everyday life and it can provide opportunities for change and creative growth
- belief in one's own ability to create positive change and a readiness to take part in global positive change.

## **How to work?**

### *Ways of working*

There are numerous possibilities regarding the way of working. Individual work, pair work, smaller and larger group work or work with the whole class are only some of the possibilities. We will give a detailed account of group work, which is still being used insufficiently in our practice.

Small group work gives a chance to every student to fully participate in the activities, it encourages the participation of every student and an exchange of opinions at the same time developing co-operation and team work. The clear role of every individual is important. The group can have from two (pair work) to seven students. For most activities groups larger than seven students are not recommended.

At the very start it is good to choose an activity which requires pair work in order to make the students focus on getting to know only one person and get used to such a way of work.

Using small group work can be recommended when every student has to participate in a certain activity more than once, or the activity is of longer duration. If we chose to work with the whole class in such a case, all the students could not take part and some of them would only remain observers. When dealing with an activity in which students give each other positive feedback it is good to work with the whole class.

Group work will be successful if:

- co-operation predominates over competition;
- the individual has a strong feeling of belonging to the group, and if he/she has a chance to show it to the others within the group and out of it;

- equality of all the group members is stressed and can be achieved by sitting in a circle;
- interaction among group members is emphasized.

It is important for every person in the group to feel as a group member and to be accepted by the other members. It is important that the members trust each other.

Many teachers fear that that the students, when working in small groups, will not take learning seriously and will deviate from the topic. Some fear they will partly or totally lose control over the students and the learning process, and there will be no discipline. To reduce this possibility there are a few basic rules concerning small group work that the teachers should establish together with the students. Prepare the students for this kind of work! Show them you believe they are serious and they wish to complete a task although you cannot constantly monitor all the groups. Nevertheless, when doing some activities described in this manual you will probably have to calm the students down in order not to disturb those in adjacent classrooms! This refers in particular to the activities which the students enjoy doing (The Fan, The Caterpillar, and the like).

At the end of small group work at least a short time should be dedicated to the work with the whole class. The spokespersons of each group can report back to the class about what their group was doing and what conclusions and results they reached. Most students find it interesting to hear what the others have done and how it was done.

This is an example of pair work combined with work with the whole class:

SECOND GRADE	CROATIAN LANGUAGE CLASS
<b>Teaching unit:</b> <i>Common and proper nouns</i>	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>• To revise knowledge on nouns: singular, plural, gender, common and proper nouns;</li> <li>• To distinguish common from proper nouns in practice - the differences between these two kinds of nouns.</li> </ul>	
<b>Possible elements of Education for Development</b>	
<ul style="list-style-type: none"> <li>• Active listening, respecting each other, developing a positive image of oneself, getting to know each other better and better communication in the classroom.</li> </ul>	
<b>Materials:</b> worksheets.	
<b>Procedure:</b>	
<b>1</b> The students are given the worksheets:	

*Ivan is playing the piano.*

*Maja is singing a merry song.*

*Vesna is dancing ballet.*

*Mislav is lighting the candles on the cake.*

Their task is to underline the nouns.

**2** The students compare their sheets to check if they have marked all the nouns. Which words have they marked? What are nouns? What are proper nouns? Which proper nouns are marked on the worksheet?

**3** The next activity is announced, reminding the students to listen carefully to each other, since they will have to repeat what they have heard.

This exercise is done in pairs. The students walk around the classroom listening to pleasant sounds of music. When the music stops the students who stand closest to each other form a pair. The pairs separate and engage in conversation. It is the task of every student to tell the other:

- *what his/her name is and how he/she got it (who named him/her, is the name related to some family story, was he/she named after a person, etc).*
- *if the name has a meaning*
- *if the student has or had a nickname*
- *how he/she likes his/her name*
- *if he/she had to change his/her name, what his/her name would be.*

The other student listens carefully, and then they change roles.

**4** Each student introduces his/her partner and tells what he/she heard about his/her name. The others listen - the other pairs take notes and try to remember as many personal nouns; after the presentation they are asked to read them .

### ***Methods of work***

Since social education is at issue here, it is important to apply methods of work that stimulate the process of socialization through the participation of students in the life of the environment in which they live (their families, school, the company of coevals, etc).

### ***Brainstorming***

Many students do not have enough self-confidence to express their opinions or ideas in public. They are convinced their ideas are bad and uninteresting, and that they will be considered stupid if they say what they think. *Brainstorming* helps such students integrate into work. This method is used to create a large number of ideas as well as the first step in problem-solving.

Divide the class into groups of seven students. Each group must choose their leader. Explain what *brainstorming* is and introduce the following rules:

- It is forbidden to criticize any idea;
- The more unusual the ideas - the better;
- The students should be encouraged to think of as many ideas as possible;
- It is advisable to combine and improve other students' ideas.

If the teacher considers it unnecessary to divide the class into groups, he/she can carry out this activity with the whole class.

The technique consists of the following steps:

- The leader of the group clearly defines a problem to make it clear to all the group members. (e.g. How to improve school grades?).
- Every member is asked to give as many ideas as possible in order to find a solution to the problem in a certain period of time. If the students have a problem starting, the leader can give a few examples of ideas to be considered.
- All thoughts are recorded so that they can be analysed and evaluated later.
- The students analyse all the ideas, discarding those which seem unworkable and finally choosing the best and most original solution to the problem.

### *Role play and simulations*

Role play makes it possible for the students to take over the role of another person and thus imagine how this person feels, thinks and acts. In this way students develop empathy as well as problem-solving and peaceful-conflict-resolution skills. Individual scenes may be only a few minutes long, which can be enough for the students to gain an insight into the other person's situation. Teachers can use the following guidelines to organize a role play session successfully (adapted from S. Fountain, 1995):

- *Set the scene* Describe the setting and characters clearly.
- *Casting* It is best to allow students to volunteer for the roles they wish to play.
- *Give time for preparation.* Each student should have a minute or two to prepare

for the part. Longer preparing is not necessary. Emphasize the informal nature of this activity.

- *Take notes.* Make a note of any actions that cause a change in the course of the scene and whether a solution was reached or not. Students who are observing should do the same. Instruct the students not to make comments which could distract the “actors”.
- *Finish at the right moment.* The action should be stopped when a solution has been reached, if the action is slowing down, or if the actors begin to have difficulty with their roles. Give them a chance to relax, move around, or break the mood in some other way.
- *Discuss.* Allow the students to express their feelings. Encourage them to explain what took place: what feelings arose, the effect that various actions had, their level of satisfaction with the solution they reached. Observers may also be included in this discussion.

Simulation is an extended role play involving the whole class simultaneously and dealing with more complex issues. These issues affect various individuals or groups and are then played by different students or small groups in the class. For the simulation to succeed the students have to be familiar with the background of the situation or problem in question.

Role play can also be used in learning about different subject matter. The students can act certain characters in a story, famous persons from history, people making a decision to move from one city to another or numbers in mathematical operations. Almost every subject matter can be dealt with through role play and, in such a way, made easier to understand.

### *The jigsaw puzzle method*

This is a method of work that encourages co-operation. The class is divided into groups of four. Each student is assigned a number - from one to four. All the number *ones* in the class then meet together to research and become experts on a given aspect of the topic being studied. All the number *twos* meet separately to research a different aspect. The same goes for the number *threes* and *fours*. When their research is complete the students return to their original groups and are responsible for teaching the rest of the group about their area of expertise.

### *Creating a futures tree*

This method helps students to think about the consequences of a state or of an action. The students are given a large sheet of drawing-paper, felt-tip pens and small cards in different colours. A large sheet of paper, on which a tree without leaves is drawn, is pinned to the blackboard. The teacher and the students choose together a topical problem or activity (e.g. the construction of a factory on the sea-shore). The students write down on small cards what they think are the direct consequences of this action. These cards (all of the same colour) are then stuck, in one row, on the large sheet of paper, and represent the leaves of the futures tree. After that, the students write down the consequences of these consequences on the next set of cards and stick them again, this time in the next row, etc (Čudina-Obradović, Tezak, 1995). This method can be combined with *brainstorming*, not only when looking for consequences but also when trying to prevent the negative ones.

### *Games in the classroom*

It is a generally known fact that games stimulate the intellectual, physical, emotional and social development of a child from the earliest childhood. In pre-school education this has been acknowledged: efforts are made to select games that are most suitable for the children. However, when the children move on from the “playing stage” into the so called “school stage” the fact about the stimulating effect of games is forgotten, and most schools require their students to be quiet, silent and serious.

Games can be used in the classroom to increase motivation, to achieve better communication among students, for relaxation, to increase attention, to revise different subjects and to reduce exam anxiety.

In her book *Just Playing?* Janet Moyles (1989) shows that games can satisfy a great part of children’s needs. Through games children can:

- Exercise and spend time in the open air
- Improve their health
- Feel good, both physically and mentally
- Talk and develop communication skills
- Write and draw
- Enjoy music
- Imitate other persons
- Be noisy
- Show and accept kindness
- Communicate with others
- Use their imagination

- Make friends
- Develop their sense of humour

If we examine this list we can see that adults also have most of these needs.

Many examples of the teaching units in this manual contain elements of play. The results of our research show the advantages of the use of games when dealing with new teaching units.

### *Peter Pan*

As part of an investigation carried out by Majda Rijavec and Dunja Pavli~evi } in 1996 in two fourth grades of an elementary school in Zagreb the teachers introduced the teaching unit *Description of a character* in two completely different ways.

The students in one class learned about Peter Pan in the usual, traditional way. The teacher began his description of Peter Pan based on the novel by J. M. Barrie. He did almost all the talking, while the students were listening and writing down. Finally, at the end of the lesson they were asked to answer a few questions.

The lesson in the other class began with a game incorporating both co-operation and competition. The teacher divided the class into four groups. In each group the students had to cooperate in order to find out what was in the picture covered by squares (the picture showed Peter Pan). After this game the students watched a short animated film *Peter Pan*. As the next step the students drew communication cards out of a hat. On each card there was a word or a phrase they had to use in a sentence describing Peter Pan. (e.g. *brown shoes - Peter pan is wearing brown shoes*). Each student drew one card and made one sentence.

At the end of the lesson the students were asked to imagine meeting Peter Pan and exchanging two of their characteristics for two of his. The teacher asked them the question: *Which two of your characteristics would you like to give Peter Pan, and which two ones would you like to receive from him?*

The results have shown that the students in the other class not only learned the lesson better but also had more positive attitudes and feelings towards the way the lesson was dealt with.

It is extremely important to connect learning to life and to show the importance of the knowledge gained in school in various real life situations. Children frequently ask: *Why should I learn this? I'll never need it!* We need to learn in order to apply the acquired knowledge.

Sometimes, what is needed is a little flexibility of the teacher: e.g. if the volcano Etna has just become active, then it is the right moment to discuss the topic in the classroom regardless of whether this teaching unit is planned by the curriculum for now or not. Namely, the students will be particularly interested in this topic because they can hear and read about it.

Some teachers regard methods like group work, brainstorming, physical activity of the students or movement in the classroom as games or waste of time. Others think that communication among students in this kind of work is just unnecessary noise. They disregard the fact that students, when working in such a way, are more motivated and communicate better than when they are just passive receivers of information.

In this description of methods of work emphasis is laid on those methods which are (unjustifiably) not so often used in the classroom, but have a special value from the point of view of developing co-operation and the active participation of every student.

### **The working climate**

Children learn better when experiencing how people around them react than when listening to what they say. What we say is important, but it is more important that it is in accordance with what we do. It is not enough to speak about something, it is more important to feel it in the classroom climate.

What teachers do, intentionally or unintentionally, serves as a model to students and is called the *hidden curriculum*.

The basic idea underlying this manual is that everything the students are told about should also be present in the everyday life of the school community. This means that successful education depends on the joint action of teachers, students and parents who should all exert themselves to create a warm, supportive, accepting school/classroom climate. Only in such a climate can children learn how to cooperate with others and solve problems in a non-violent, constructive way. When children are part of a community which emphasizes tolerance, co-operation and equality, they develop a positive image of themselves, they learn better, they are more open and readier to cooperate.

A positive, co-operative, friendly climate can significantly diminish tension and discipline problems, especially when it is combined with games and tasks which the children enjoy doing. Such a classroom climate can stimulate not only the children's ability to learn but also the teachers' ability for effective and creative teaching. It is a process which requires time, effort and careful planning. Every little answer that shows, most frequently unexpectedly, that a child understands what we are trying to convey, is our reward.

*The school should ...*

- reflect principles of peace, co-operation, tolerance, protection of human rights in all its work, organisation, relations and discipline;
- make possible for students, parents and members of a community to take part in making decisions and sharing responsibilities and encourage it with the school organisation;
- apply the principle of equality of sexes, races, religions and nationalities;
- encourage the use of methods that develop the whole personality of the child .

*The teachers should ...*

- be aware of their role as model of behaviour;
- use skills of non-violent conflict resolution in their work;
- encourage creative problem solving;
- use co-operative methods of work and encourage the initiative and personal achievements of every student;
- encourage both children and adults to take part in designing the curriculum and in making decisions;
- be sensitive to the needs of the community;
- develop critical thinking of young people, their ability to accept other people's opinions and to argue objectively *for* or *against* when discussing controversial issues;
- respect cultural differences and give the opportunity to the students to learn about other cultures in order to understand them better.

It is sometimes difficult to detect the kind of atmosphere that exists in a school or in a classroom. However, its effect is felt strongly. It could even be said that it has a stronger effect than the teacher's deliberate action. The school climate acts as a hidden curriculum which is why it is important to find out what kind of atmosphere prevails in our environment. In other words, we can hardly succeed in our work if we tell the children about the necessity of non-violence and equality in society, but in everyday situations we treat boys and girls differently and we use violence in solving their problems.

Thus, as long as there are relations of power and repression in school or any other institution, it is difficult to achieve success in the area of Education for Development. Even when we have achieved the desired relations, it does not mean the end of our everyday efforts to make them better still.

As an illustration we would like to point out two extreme types of school climate. Each of them is based on values and beliefs that influence the students systematically as a hidden curriculum. There is no school with only one type prevailing. One type can prevail in one class, the other in another class, but they can interchange in the same class as well.

### *Competitive climate*

- every individual has a clearly defined role and position
- the relations are organised in a hierarchy, and there is little opportunity for developing social skills
- communication is poor and it usually boils down to asking questions
- there is an atmosphere of distrust, and students usually become uncommunicative
- the emphasis is on competition and proving one's personal efficiency
- the successful ones are praised, while those less successful are pushed back and neglected
- the less successful are frustrated, helpless, they feel inferior, which can cause depression,  
anger, self-destruction ...
- in the work the emphasis is on school knowledge, which brings success, while social skills are unimportant and learning them is regarded a waste of time

Such a climate does not motivate for learning, demoralizes the students and represents an inhuman environment in which everyone feels bad.

### *Co-operative climate*

- team work is valued, the emphasis is on the equality of all members, whereas the status and position of leaders are less accentuated
- interaction and communication among group members are encouraged
- open communication and discussion should lead to agreement and the making of decisions
- successful communication results in trusting each other and in the feeling of safety for all  
the members

- empathy and closeness develop among members
- the right to a different opinion, abilities and behaviour is recognized
- everyone takes part in making decisions of common interest and accepts the responsibility for their implementation
- students are encouraged to think creatively and not to adapt to the attitudes and expectations of adults

In such an environment children are independent in making their decisions and they learn responsibly.

*Desirable communication structure on the school level*

- Make decisions in a democratic way. What matters is not only the result but also the process of making a decision.
- Enable co-operation among teachers. It is not always necessary to stick to the timetable. Small changes will be refreshing, both for the students and for the teachers.
- Make the students feel like subjects, not like objects in school. Understand discipline as a process of counselling, developing and looking for solutions.
- Think about the classroom you work in and about your way of work. How many posters and pictures are there on the walls? Do you find the room pleasant? How do you think it influences children? Can it be transformed for work in small groups? Do you take into account the students' right to freedom of speech? What is your attitude towards power and authority? While answering these questions you may find the answer to the question how open your communication with children is.
- How do we evaluate accomplishments? Do we stress the value of progress of each individual? What is more important: assessment or the process of development? Do children also evaluate their progress, and have they got a chance to be proud of their success and the success of their friends? Can the children develop special talents that are not revealed in school work? Is there communication and co-operation among children of different age groups?
- How wide have we opened the door to parents and members of the community? How much time do we spare for informal conversations with parents; to what extent do we let them assist us in our work, in making decisions and in designing teaching materials?
- To what extent do we develop the value of peace as part of the global philosophy of the school?

(Adapted from: Peace Education, 1990)

These are only some of the moments that can influence the creating of a climate that will affect the realization of Education for Development in a positive way.

*Desirable and undesirable characteristics of physical environment*

In an investigation (Lowell Crogh, 1994) first graders gave these answers to the following two questions:

- Why do you sit in rows?

*So that the teacher can see us better and we can be good.*

*In order to be quiet.*

*So that the teacher can stand at the back and we cannot know whether she sees us when we do something bad.*

- Why has the teacher got such a big desk?

*Because she is in charge.*

*She has to keep all those things. We are not supposed to touch them.*

*She is big and we are small. You have to be big to have a big desk.*

Children in the lower grades of elementary school learn best when using concrete materials combined with a certain quantity of abstract elements. They also learn a lot in interaction with each other although they occasionally have the need to learn on their own. Most children of this age find work in small groups attractive and quickly learn to cooperate and to make decisions together.

All this speaks against the traditional look of the classroom in which the students sit at their desks, one behind the other, while the teacher's desk and the blackboard are in front of them. The furniture should be easily and quickly moved around - so that the students can sit in a circle (and see each other) or work in small groups.

Unfortunately, most teachers have to accept the kind of classroom they get. Nevertheless, they should do what they can in order to make the students feel as good as possible and to satisfy their needs.

DESIRABLE AND UNDESIRABLE CHARACTERISTICS OF THE PHYSICAL ENVIRONMENT

Desirable

Undesirable

- freshly painted walls
- pleasant smells
- plants
- fresh air
- comfortable furniture
- flowers in pots of lively colours
- open doors
- attractive pictures
- clean windows
- wall-paintings

- dark corridors
- walls that peel off
  - unpleasant smells
- pale colours
- waste basket full of litter
- smoky rooms
- notices with letters missing
- “Do not enter” signs
- old materials
- finger-marks on the walls
- old graffiti
- broken windows

#### DESIRABLE AND UNDESIRABLE SIGNS IN THE SCHOOL BUILDING AND AROUND IT

##### Desirable

- please, use the path
- welcome
- car-park for visitors
- please, do not smoke
- open for public
- can we help you?
- we are glad to have you here

##### Undesirable

- keep off the grass
- do not disturb
- car-park for the staff only
- smoking is not allowed
- closed for public

#### *Suggestions for the improvement of classroom climate*

- At the beginning of the school-year express your satisfaction that you are going to work with the students. They will be glad.
- Develop the classroom spirit. Work with the students on the name and symbol of their class. The symbol can be hung on the classroom door, drawn on messages for the parents or on T-shirts for PE classes, etc.
- Show you understand the world your students live in - how they dress, who their idols are, which movies they see, what music they listen to, which sports they follow, etc. Introducing these elements will make the lessons more interesting and attractive to the students.

- Occasionally introduce changes into the classroom (pictures, decorations, etc.), making arrangements and planning with those who share the room with you.
- Invite to your class a person from your school who has a talent or hobby (eg the psychologist who collects stamps or a teacher who likes dancing, etc).
- Change the colour of your pen. If you use a red pen to correct your students' works, it is time to start using a different one.
- If you notice that some students do not participate, start pair work. It is difficult not to be active when you represent 50 per cent of your group.
- Allow expressing emotions like anger, sorrow and grief.
- Listen carefully - children with problems sometimes only need a good listener.
- Teach children to express their wishes clearly.
- Identify the students' good and bad days and have understanding for their mood.
- If you feel a child wants to be alone, make it possible for him until he/she feels better
- Share responsibilities with the children - they can help handing out materials, preparing the classroom for work, etc.
- Once a week ask them what they would like to learn. In this way you will satisfy their wishes and bring in some change in the work.
- Share your concerns with your students. Let them know what kind of pet you have, tell them if you have a headache, etc.
- Use the pronoun *We* to develop the sense of co-operation.

## **Some more advice for work**

### ***1 Create a climate of acceptance***

Many of the activities described in this manual will help you to create a warm, non-threatening climate. There will be more cohesion in the class and your relation with the students will become much closer. Hence, if some of the exercises seem hard or require a lot of preparation and time - the pleasure both you and your students will have is certainly worthwhile.

### ***2 Always emphasize the positive***

Whichever activity you do with your students, try to make them notice the good points in themselves and in the other students, develop a positive self-image and learn to understand themselves and others better.

It is, of course, possible to learn a lot about oneself and the others by observing what is negative about us and the others. However, such activities can arouse negative feelings and a negative climate and thus do more harm than good (particularly if the teacher is inexperienced).

The following are examples of some activities aimed at the positive.

- My greatest success
- What I am good at
- The happiest event in my life
- What I am proud of
- What I like about myself

Orientation towards the positive can develop the feeling of connection among the students and the feeling of belonging to the class. The need for belonging is one of the basic human needs, and, if students do not succeed in finding their “place in the sun” in the class, they will probably try to find it somewhere else, probably in the street. There is no need to mention the negative consequences in such cases.

Every student has some positive characteristics which he/she is not aware of. It is our duty to help all of them discover their positive points, to accept themselves, to build up their identity and establish close relations with other students, otherwise the students will feel isolated, lonely and frustrated.

### ***3 Encourage the students to communicate among themselves***

Encourage the students to talk to each other about their experiences, feelings, interests, dreams and fantasies. Only in this way will they be able to learn to know each other. If we do not know another person we do not have the feeling of acceptance, but the feeling of distrust and indifference.

### ***4 Give students the right not to participate in every activity***

Some topics may be embarrassing to some students, although the teacher might find them completely harmless. That is why every student has the right not to participate in some activity or not to answer certain personal questions. Most students will participate in the activities if they have a positive orientation and if the students do not find them threatening.

## **5 Build up trust**

The students will readily take part in different activities and talk about their feelings and experiences if they realize they will not be criticized or ridiculed. In all this the teacher has to set an example to the whole class.

# **I INTERDEPENDENCE**

## **WE CANNOT DO THE ONES WITHOUT THE OTHERS**

### *The meaning of life*

*When I was a boy I once saw a broken mirror on the pavement. I picked up the bigger piece and there it was! I started playing with it and marvelled at how I could send the light reflected in the mirror in different directions. I illuminated areas that the sun never threw light upon. I put the mirror away and realized it was not just the object of a child's game, but the image of what I could do in life. I am also a piece of a big mirror. The part I have at my disposal can reflect light: truth, understanding, goodness and tenderness, into the remotest parts of the human heart and thus change people a bit. Perhaps the others will notice the light and behave similarly. This for me is the meaning of life ...*

*Lj. A. Mara~i}: Stories about a flake*

Every person is part of a whole - a family, a school, a village, a town, a country or the whole human race. Smaller systems are part of larger ones; therefore it can be said that the whole world is interrelated. The interrelation and interdependence are present on the group, local, national, international, regional and global level. They do not exist only among people but also between man and his environment, between animated nature and inanimate matter.

*A system is a group of interrelated parts which function as a unified whole. The malfunctioning of one part has an effect on all of the others, and may thus cause the malfunctioning within the whole system or even cause the system to cease functioning altogether. The automobile is an example of a simple system. All its parts must function properly if we want to drive it. If we have a flat tyre or the engine is not properly supplied*

with fuel, the automobile is useless. The human body functions in a similar way. A disfunction of the gall, the heart or of any other organ will cause a condition of illness in the whole body, while the ceasing of functioning of the heart, for instance, means death, regardless of the fact that the other organs are healthy and function normally.

Some relationships of interrelation are far more complex, although less obvious. For a long time people thought that what happened somewhere in other parts of the world had no influence on their lives. However, today's events disprove this assumption every day. Thus the consequence of the Tschernobyl tragedy has been the strengthening of the consciousness about global connection. AIDS, the plague of the twentieth century, first appeared on the African continent, to spread around the whole world soon upon that. The fall in value of national currencies reflects on the financial situation in other countries as well. The destruction of rain forests in Brazil causes consequences not only on the local and regional level, but on the global level as well. It affects ecological stability, the economy and the social development of the whole region. Its consequence, the erosion of the soil by the rivers jeopardizes the existence of the people and animals living in that area. Since these forests are also called "the lungs of the world" it is quite certain that their destruction will influence the weather conditions and the climate in the whole world.

Technological progress has led to a much more closely connected world in terms of transportation and communications than it used to be in the past.

At one time, a journey from Europe to America took months; today it only takes a few hours. The number of people who travel around the world as tourists, or on business, or looking for a job, or out of necessity (refugees) amounts to hundreds of millions. Thus, for example, the war in Croatia and Bosnia an Herzegovina resulted in the exodus of more than a million refugees to other countries. The development of communication technologies takes us on the spot and makes it possible for millions of people to follow the World Football Championship in France, or to listen to the Pope's Christmas message from Rome, etc. Fashion and music trends spread around the world at a dizzy speed. The development of computer technology resulted in the Internet as the world data bank potentially accessible to all the inhabitants of our planet.

The world as a system and its parts can function effectively only if every individual contributes to the common goal. This can only be possible if people are ready to cooperate on the realization of common goals.

We are taught to acquire attitudes about the need to cooperate and co-operative behaviour from our early childhood. The whole family and school climate should be based on co-operation, and the messages of adults should reflect the advantages of co-operation over competitiveness.

However, developing the consciousness of the connection and interdependence of the whole world does not mean neglecting one's native place. On the contrary, the

starting point of global education should be the development of love for one's native place and homeland, and the love and respect for other cultures and nations should build on it. On the other hand, to observe the world only in one's own backyard would mean to create a distorted image about our planet. Such an approach is illustrated in a humorous way in the poem about the blind men and the elephant.

**John Godfrey Saxe**  
**The Blind men and the Elephant**

It was six men of Indostan  
To learning much inclined.  
Who went to see the Elephant  
(Though all of them were blind),  
That each by observation  
Might satisfy his mind.

The first approached the Elephant  
And happening to fall  
Against his broad and sturdy side  
And once began to bawl:  
"God bless me! but the Elephant  
Is very like a WALL!"

The Second, feeling of the tusk,  
Cried, "Ho! what have we here  
So very round and smooth and sharp?  
To me tis very clear  
This wonder of an Elephant  
Is very like a SPEAR!"

The Third approached the animal  
And, happening to take  
The squirming trunk within his hands,  
Thus boldly up he spake:  
"I see," quoth he, "the Elephant

The fourth reached out an eager hand,  
And felt about the knee:  
"What most this wondrous beast is like  
Is very plain," quoth he:  
"Tis clear enough The Elephant  
Is very like a TREE!"

The Fifth, who chanced to touch the ear  
Said: "E'en the blindest man  
Can tell what this resembles most;  
Deny the fact who can  
This marvel of an Elephant  
Is very like a FAN!"

The Sixth no sooner had begun  
About the beast to grope  
Than, seizing on the swinging tail  
That fell within his scope,  
"I see," quoth he, "the Elephant  
Is vey like a ROPE!"

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong.  
Though each was partly in the right,

Is very like a SNAKE!"

They all were in the wrong!

Taking into consideration the level of cognitive development of the child in the lower grades of elementary school it is our suggestion to explain the interrelation of elements within a complex unit on the functioning of a simple mechanical system, such as an umbrella or a bicycle.

## **SECOND GRADE**

## **ART AND DRAWING CLASS**

**Teaching unit:** *Drawing umbrellas with felt-tip pens*

**Objectives:**

- to get acquainted with contour and texture lines

**Possible elements of Education for Development:**

- to notice the connection between parts and whole (interdependence)
- to encourage co-operation among students (group work)

**Materials:** 5 different umbrellas (of different colours and patterns, each lacking a part), paper, felt-tip pens

**Procedure:**

**1** The desks are arranged for group work, paper and felt-tip pens are prepared.

**2** The students are told the following story:

“One rainy morning Marko took his umbrella and left his house to go to school. When he came out into the street, a strong wind started to blow and lifted his umbrella high in the air. High above the city, the wind carried umbrellas of different colours and sizes. It blew so hard that it took away parts of some umbrellas.

Marko hid in his home until the wind stopped blowing. He came out when the weather improved. In front of his house he found some umbrellas.

They are here now - look at them: stand by the umbrella you like most.”

**3** Each group takes its umbrella and they draw it together.

Each umbrella lacks a part: one has three spokes broken, another has no handle, the fabric of the third one is torn, the fourth one cannot open, the fabric of the fifth one is not stretched enough.

**4** When all the drawings are ready, fasten them to the blackboard and compare them:

- Which part does the umbrella lack?

• What would happen if it rained outside, and we have an umbrella without a handle, etc.?

• Are all the parts equally important?

**5** *Imagine what the umbrella you chose looked like when it was new!*

*Draw that umbrella!*

**Every student makes his/her drawing. After they have finished, the students from different groups fasten their drawings to the blackboard under the drawing they made together.**

The example of drawing umbrellas illustrates how a particular teaching unit can be carried out in accordance with the concept of Education for Development. By using it we wanted to show that a particular teaching unit within every subject can be realized in such a way to include Education for Development - that is why possible elements of Education for Development are mentioned in the description of every teaching unit.

What follows is a description of a similar activity, although it is not connected to any particular teaching unit . It is just a suggestion how to deal with a particular problem (interrelation of a whole and its parts), and the teacher can decide on his/her own whether to use this or another example and how to include it into a certain subject.

### **Activity**

#### **My bicycle**

#### **How does a system function?**

***Objective of the activity:*** The students should understand how a simple system functions and how its parts are interrelated.

***Materials:*** larger sheets of paper (depending on the number of groups)

***Procedure:***

1 The students are divided into groups of 4 to 5.

2 Each group has the task to draw a bicycle on a large sheet of paper. Each group is instructed to leave out one part of the bicycle ( a wheel, the bell, the pedals, the handlebars, the brakes, the chain, the mudguard, the lights, the carrying rack, the dynamo, the chain-wheel ...)

3 When they have finished, the students can exchange the drawings.

4 Each group has to answer the following questions:

- which part of the bicycle is missing?
- Can the bicycle function without it?

- If it can, what problems will we have while riding it?

When the students have understood the relation between parts and whole and their interrelation in a simple mechanical system, similar examples related to the social community can be discussed (family, school, peers, etc).

### **Activity**

#### **My school**

**Goal:** to develop students' awareness about the fact that every person in the school contributes to its work; without everybody's contribution the school could not function properly; to make the students realize how they can help their school to work successfully.

**Materials:** pencil and paper

**Procedure:**

- 1 The students are asked to make a list of people who work at the school. If the school is a large one, they can group them into types of workers (head teacher, psychologist, teachers, students, janitor, cleaners...)
  - 2 The students are divided into small groups. Each group discusses the job one or more persons do at the school. They should write what the persons do, who helps them with their work, and what would happen if these persons stopped doing their job.
  - 3 The students interview the persons who are the subject of their discussion. In such a way they receive additional information about the work they do. The received information is added to their report.
  - 4 Each group presents their report to the class. The report can also have the shape of role play: one member of the group plays the role of a certain person and talks about his/her job.
- Finally, the students are asked to think of five ways of helping persons in their school do their work.
  - Arrangements can be made with the school staff for the students to assist people who work at the school (e.g. cleaners, cooks, etc.). Afterwards the students write a report about what they have experienced, how they see a particular profession, whether their view on it has changed now.

**Teaching unit:** discussing the poem *When I am big* by Dubravko Horvati}.

**Objectives:** to get acquainted with the poem, to notice the rhyme and rhythm of the poem, to practice expressive reading, to develop an interest in lyric.

**Possible elements of Education for Development:** noticing the importance of all professions and the awareness of their connection and interdependence, respecting differences.

**Materials:** Croatian Reader 3 (D. Lazi}, I. Zalar, [kolska knjiga, 1995, Zagreb), pictures of different professions.

**Procedure:**

**1** We stick photographs showing different professions to the blackboard and encourage the students to talk about their parents' professions, to think about various professions and what they would like to do when they grow up.

**2** Announcing and reading the poem *When I am big* by Dubravko Horvati}

**3** Interpreting the poem: The children read, stanza by stanza. After each stanza we pause to talk:

We talk about the topic of the poem, the dilemmas of the boy about what he wants to become when he grows up: which professions he mentions, what he would not want to do and why, what would happen if nobody wanted to be a conductor, what it would mean for a town, a village or a country not to have conductors or firemen, what would happen if nobody wanted to work in factories or if a great number of people decided to do the same job.

What would happen if a profession in our school "ceased to exist"?

How would we live without certain professions? Are people's professions interrelated?

We conclude that all professions people do are useful and necessary. If one profession did not exist, normal functioning of people would be disrupted.

**4** We analyze the stanzas and lines: What kind of rhyme does the poem have? Which words rhyme and what is the rhythm like? What kind of sentences predominate in the poem?

The students read the whole poem expressively. Here, consideration for each other and active listening is important (such situations require formerly prepared, mutually established classroom behaviour rules, which imply tolerance and patience for each other).

5 Homework assignment: a composition with the topic *When I grow up I would like to be...*, reminding the students once again that all professions are useful and necessary.

*When I am big*

What will I be when I am big-  
this is what they always ask me.  
Will I be an astronaut on a satellite  
or an ambassador to faraway China?

Will I perhaps be a fireman  
or a cook, baking a fine pie,  
Will I be an engineer or a doctor  
or will I, perhaps, grow flowers?

I don't know yet what I will be  
Will I be working in a factory  
or spend my days as a teacher  
a bit in the classroom and a bit in the teachers' room?

I only wouldn't like to be a conductor  
always travelling on the same track.  
I'd rather be a hunter or a sailor  
who wanders with his mate  
through unknown seas  
or impenetrable jungles.

Dubravko Horvati }

(literal translation of the poem)

**Activity**

**What if...**

**The place we live in as a system**

**Objective of the activity:** The students should understand how the place (or part of town) they live in functions as a system and how each part has to function to make normal life possible.

**Materials:** map of the place the students live in, pencil and paper

**Procedure:**

- 1 The students are divided into groups of 4 to 5.
- 2 Each group receives the assignment to visit one part of the place they live in and to draw and/or write down everything they can see there. It would be a good idea to make a poster with the ground-plan of the place and the buildings in it (school, clinic, church, shops, sports club, restaurant, coffee-house...)
- 3 After that, the teacher asks the students to imagine a certain part of the place they live has disappeared and in its place is a meadow. On the poster this part can be covered by a square sheet of paper...
- 4 Each group has to answer the following questions:
  - What was in the part of the picture that has disappeared?
  - In what way has life in the place you live in been disrupted?(eg the people are left without medical assistance, the tram cannot pass through because part of the rails has disappeared, etc.)
  - What does each member of the group find most annoying?

### **Activity**

#### **Objects in my flat**

**Objective:** The students should become aware of the extent to which different countries depend on each other and how our everyday life is connected to the work of people all over the world

**Materials:** pencil and paper, a larger sheet of paper

**Procedure:**

- 1 The students have the task to find 10 objects at their home which were made in another country.
- 2 They should make a list of these objects in their notebooks and write beside each object the name of the country it comes from.
- 3 In the classroom a poster can be made containing the 10 most frequently mentioned objects and the countries they were made in.
- 4 Choose some of the countries that are less familiar to the students. Divide the students into groups of 4 to 5. Each group has to prepare a short lecture on one of the countries. If there is enough time the students can be encouraged to less usual ways of presentation (prepare a typical national dish, listen to typical music, watch a video-film made in one of

the countries, find brochures in tourist agencies, plan a trip around the country, talk with a person who comes from or has visited the country).

- Finally, the students could be asked some debriefing questions. For example: *Are there countries that we get many things from? Are there countries that we do not get things from? What might be the reason for this?*

After the students have understood the interdependence among the people in their immediate environment, it would be good to point out the connection between man and his environment. The complexity of this activity and the number of details used depends on the age of the students.

### **Activity** **When the forest is at risk**

**Objective:** to point out the connection between man and nature.

**Materials:** a large hoarding with the picture of a forest

**Procedure:**

1 The students sit in a circle imagining life in the forest. They describe all the animals and plants that live in the forest. Then, they are encouraged to discuss why the forest is important for man.

2 After the discussion every student plays the role of one of the animals or plants in the forest.

3 The teacher introduces a new situation with the following words:  
*The city authorities have decided to cut down the forest in order to build a road and a large shopping centre in its place.*

4 The students continue the story from the point of view of the animals they represent and imagine how the cutting down of the forest will affect their lives. All those in the chain who feel directly endangered have to crouch. The objective of the activity is the use of game to raise students' awareness about interdependence in nature and about the interdependence between nature and man.

After the activity has been carried out, the following questions can be discussed:

- *Is the damage immediately visible?*
- *Do you know any examples of environment destruction from your immediate surroundings?*
- *What can you do to help protect the environment?*
- *Which actions can be started by your family and your school?*

For their homework the students can draw a network of life in an ecosystem such as a lake or the sea.

Together with the teacher the students can go into the wood and study the life cycle on the spot.

After the students have noticed the relationships and connections which are more or less obvious, they can be encouraged to start exercises that will make them understand global interdependence in every aspect of life.

### *Co-operative learning*

Although some human communities could live isolated and separated from the others in the past, today this is almost impossible. The communities of the 20th century are interrelated and are characterized by very complex social institutions which require a high level of co-operation among their members. For this reason, co-operative behaviour has become an imperative of modern age, and many people consider learning this kind of behaviour one of the basic goals of education.

In the classroom the students mainly learn individually. Their success, praise and rewards depend entirely on the amount of effort the students put in their learning and the results they have achieved. Everybody learns for him/herself and tries to be better than the others. The atmosphere in the classroom is mainly competitive.

Co-operative learning, on the other hand, presupposes two or more students working together on a task and coordinating their efforts to accomplish it. In doing this they all have to contribute their share, or the goal is not achieved. If they are successful, they are all rewarded. In co-operative learning the students depend on each other in achieving a goal and getting a reward.

*The main characteristics of co-operative learning are:*

- Students work in small groups on tasks assigned to them by their teacher;
- Each group consists of good students, average ones and low achievers;
- Each group consists of students of different sex and of other characteristics (different race, nationality, cultural background);
- The group gets rewarded, not the individual.

Research has shown that co-operative learning has a positive effect on the reduction of prejudice against handicapped children who are included in the regular teaching process and on more successful learning achievements. From 45 investigations carried out between 1972 and 1986 in 37 of them, children who were taught to learn co-operatively achieved better results than children in the control group, whereas eight investigations showed no difference.

*An example: The jigsaw puzzle method*

The method called *Jigsaw Puzzle* was developed and tested by Eliot Aronson. The children are divided into small heterogeneous groups of 5 to 6. The members of the group choose a name. Each group receives a topic in the form of a text that has to be learned. The text is divided into parts, and each student has to learn one part of it. Members of different groups that have received the same part of the text meet and help each other study it. After that, they return to their group and explain their part to the rest of the group. Once or twice a week the students are tested individually to check how much they have learned. Each student's results are compared to his/her achievement in the previous testing. In other words, the absolute number of points is not what matters most, but whether a student has progressed. The highest score goes to those who have solved all the tasks or those who have progressed most. The result of the group is the sum of its members' points.

Once a week all the groups receive a written report which contains the results and the best group score of the week, but it also reports which individuals solved all the tasks and have made the greatest progress in relation to the previous week.

## KNOWING OTHERS AND RESPECTING DIFFERENCES

### Stereotypes and prejudice

*Dear God,  
Are boys better than girls? I know you are a man,  
but, please, try to be fair.*

*Love, Silviya  
(letter of a six-year-old girl)*

People differ from each other a lot. Some can be tall, others short, some are stout, others are thin. Some are of the male sex and some of the female one; some are black, others are white or yellow (because belonging to different races). Perhaps, some of our acquaintances can hardly read and write, while others can be highly educated; some people are silent, others are talkative. It is impossible to find two persons completely alike.

We know some people well and can form an opinion about them. This opinion can be either positive or negative, but it is always based on the facts we know about the person. However, we frequently find ourselves in situations when we know very little about a person except for one dominant feature, such as age, sex, race, nationality or profession. We have, even in such situations, the tendency to ascribe quite a number of additional characteristics to this person. In such cases we speak about stereotypes. Instead of regarding each person as special and unique we consider him/her as a representative of a certain group, class or category.

- **Stereotypes** are rigid and biased opinions, attitudes and beliefs about certain situations, persons, groups of people and ideas (Teachers are absent-minded; Blacks are lazy; girls

are neat; boys like to fight; Scots are mean; fat people are good-natured).

- If stereotypes are rather negative than positive we speak about prejudice. Thus **prejudice** is an unjustified negative attitude towards a person or a group.

- If our prejudice reflects on our behaviour we speak about discrimination.

**Discrimination** refers to unjustified negative behaviour towards a person or a group.

The most frequent forms of prejudice and discrimination refer to unjustified attitudes and behaviour towards persons of different race, sex, nationality and age.

### **Racial discrimination**

- *Many whites talk less to blacks than to whites in different social situations and express a greater amount of non-verbal hostility towards them. That is also the case in interviews with potential job candidates (Sappington, 1974; Word et al, 1974).*
- *The whites will consider certain behaviour aggressive more promptly if the person in question is black and not white. They will also be more in favour of punishing a black person rather than a white one (Duncan, 1976; Rogers & Prentice-Dunn, 1981).*
- *The number of non-white persons appearing in TV-programmes is lower than their actual percentage in the population, and they are usually shown as inferior to whites (Sigal & Page, 1971).*
- *When they take a lie-detector test, whites show more prejudice towards blacks than usual. In other words, whites have more prejudice against blacks than they are ready to admit (Gerber et al, 1980).*

### **Sexism**

- *In this country as well as in many countries around the world women cannot get a job if the employer finds out they are pregnant.*
- *An investigation carried out in Zagreb has shown that women who gave birth to baby-girls suffered more frequently from depression (baby blues) than women who gave birth to baby-boys ( Miljevic-Riđički, being prepared for printing) .*
- *In India girls die more frequently than boys, because some parents who do not have enough food give it to the boys rather than to the girls (Adler, 1982).*
- *In Mexico many midwives charge for the birth of a boy twice as much as for the birth of a girl (Adler, 1982)..*

- *Men interrupt women while they are talking more frequently than the other way round (West, 1982).*
- *When they are asked to guess who the leader of the students in the picture is, both men and women will choose a male student rather than a female one (Porter & Geiss, 1981).*
- *Men express less sympathy for women's rights when they are hooked up to a lie detector (Faranda et al, 1979).*
- *When a person has done something bad, both men and women are stricter in judging persons of the opposite sex (Burstin et al, 1980).*
- *Women appear less frequently on television and very rarely take positions of power (Aronson, 1984).*
- *Most men and women would like their first-born or only child to be a boy (Tavris & Offir, 1977).*

### **Sexism at school**

- *Research has shown that teachers do not treat boys and girls in the same way. This goes for both male and female teachers. They both communicate more with boys, ask them more questions, the questions being more complex and abstract (Sadker, Sadker and Klein, 1991).*
- *Boys are more frequently praised for their achievements by teachers of both sexes, whereas girls are praised for exemplary behaviour. In such a way boys are encouraged to become successful, while girls are encouraged to conform to rules (Doyle and Good, 1982).*
- *The success of girls is more frequently ascribed to their efforts and to respecting rules, whereas the success of boys is ascribed to their abilities and creativity (Buswell, 1984).*
- *Teachers frequently pay more attention to boys in the classroom, one of the reasons being the lack of discipline (Kelly, 1986).*

Sexism is wide-spread, and children learn it from their parents, from other adults, through books and the media. Teachers cannot change this overnight. However, much can be done in the classroom to help the students develop more favourable attitudes and, especially, to help girls (and boys) avoid the negative consequences of stereotypes based on sexism. Here some advice:

- Avoid comments such as *Boys never cry* or *Girls never shout ...*

- Use both masculine and feminine pronouns when talking about the human race in general.
- In stories, emphasize those parts as well where the girls are strong while the boys are gentle. Help your students notice that every person has different sides of his/her personality.
- Choose those books for your students which avoids stereotyped descriptions of male and female roles.
- When choosing facilitators for classroom activities make sure that boys and girls are equally represented.
- Praise both boys and girls when they accomplish activities which are not typical of their sex.

### **Activity**

#### **The surgeon**

**Objective:** This activity should show the students how we frequently have stereotypes and prejudices without being aware of it. However, by becoming aware of them we can do something to change them.

**Materials:** picture of a younger woman (about 30), showing only her head; the woman is smiling and looks satisfied; The text underneath the picture says: *She was in the operating-theatre this morning.*

#### **Procedure:**

- 1 Show the picture with the text to the students. Let every student look at it and pass it to the student next to him/her.
- 2 Tell the students to write down what springs to mind in relation to the picture. Many students will have comments such as *It doesn't look as if she's undergone surgery* or *Well, she looks quite healthy*, etc.
- 3 The comments can be read or written down on the blackboard or on a poster.
- 4 Tell the students that you have shown them only part of the text and they will now see the rest of it. The complete text reads: *She was in the operating-theatre this morning. She performed a successful operation on the leg of an elderly woman. The operation lasted two hours.*
- 5 Discuss with your students the stereotyped opinion that all surgeons are men.

## **Activity**

### **My potato**

**Objective:** Frequently we seem to think that members of another race or of another people look the same or very similar to each other. The objective of this exercise is to show the students this is not the case, and that every individual is a person different from others.

**Materials:** a potato (or an apple or an orange), a large vessel

**Procedure:**

- 1 Tell the students to bring to school a potato (an apple or an orange).
- 2 Put all the potatoes in a vessel. Ask the students to try and find their own potato (the one they have brought from home). Most of the students will probably not be able to do it.
- 3 Each student takes one potato, any of them. This is “his/her” potato now. Tell the students to take a good look at their potato. What does it look like? How big is it? Is it smooth, or has it got any rough parts? Is it darker or lighter than the others? Is there anything that could help recognize it among the other potatoes? Perhaps they could give it a name! In this way the students will “make friends” with their own potato.
- 4 After that, the students put the potatoes back in the vessel. Mix the potatoes up and ask the students again to try and recognize their own potato. Most of the students will probably be able to do it this time.
- 5 In the discussion after this activity warn the students of the fact that members of other races or nations (Blacks, the Chinese, the Japanese,...) frequently look the same to us and we find it difficult to distinguish among them. However, when we get to know them, we can see that they differ from each other.
- 6 You can ask the students who know a person belonging to another race to tell the others what they know about this person and what they like about him/her.
- 7 You can also ask the students whether they like an actor/actress, a singer or a sportsman/sportswoman, etc. belonging to another race and what is it that they admire about them.

## **Activity**

### **In what are we alike**

**Objective:** Stereotypes and prejudice emphasize differences among people belonging to different races, nationalities or other ethnic groups. Whereas the differences are being pointed out, the similarities are being diminished. The goal of this activity is to show to

the students there are more similarities than differences among people, without regard to which group they belong.

**Materials:** paper and pins

**Procedure:**

- 1 Every student needs a few blank cards and a pin.
- 2 The teacher asks a question (e.g. What is your favourite colour?), and the students write the answer on a card and pin it to their clothes so that the others can see it.
- 3 After this, the students walk around the classroom and try to find students who have the same answer as they do. In such a way, the students having the same answer form one group. Within each group the students discuss their answer (why they like this colour, whether they knew that the others in the group liked the same colour, etc.).

The exercise can be repeated a couple of times with different questions (Which is your favourite season, sport, film; who is your favourite actor/actress...) The questions ought to be chosen carefully, in order to avoid groups consisting of only boys or girls, or of students belonging to a certain nationality or having the same cultural background.

- Finally, the students can be asked some debriefing questions, such as: *What did you learn about other students from this activity?* or *Did you find that you had things in common with someone that surprised you? Why? Why did you think the differences among you were bigger than the similarities?*

## **The multicultural classroom**

The basis of multicultural education is the care for equality and a fair treatment of groups that were traditionally discriminated. Although it used to refer to racial discrimination, today it is usually associated to all kinds of discrimination related to language, sex, nationality, class, physical handicap and the like.

### ***1 Knowledge of other cultures***

Personal and professional development represent the first step to creating a multicultural classroom. Teachers can improve their knowledge about different cultures, races and ethnic communities living near them and their attitudes towards them. In this way they can detect their own prejudice and understand the way of life of members of these cultures, races or ethnic communities. Therefore, if they have such students in their class, they can visit their families, the part of town they live in or a typical celebration or event. This will certainly help them understand these groups better. If they do not do it, it is highly probable that the initial anxiety, unfulfilled expectations and the apprehension caused by an unfamiliar situation will last for a long time and cause a great deal of problems. If the teachers cannot understand the behaviour and feelings of these students,

it is certain that the other students in their class will not be able to do it, either. Thus, the probability of bad communication, tension and conflict will always be present.

Along with acquiring knowledge about other cultures it is, of course, very important to know and understand one's own culture. It is only when we have become aware of the fact that some of our opinions and attitudes are the consequence of the culture in which we were raised and in which we live that we can understand that people belonging to another culture think and behave differently. When there is a lack of understanding between us and members of a different culture it is important to realize that both sides have contributed to the conflict. A conflict does not develop only because another person is different from us. We are different from him/her, too.

**Did you know?**  
**Attitude towards work**

Different cultures differ among each other in their attitude towards work and in the way they maintain a balance between work and associating with people. Thus, for instance, Americans belonging to the middle class have a tendency to devote themselves solely to work, whereas many other cultures give priority to social relations.

***Attitude towards time***

Punctuality is a value which is highly respected by Americans and citizens of West-European countries. Students are punished if they are late for school or if they do not hand in their assignments on time. On the other hand, members of many Eastern nations do not attach particular importance to punctuality, they do not regard being late especially wrong and do not really observe schedules.

***Orientation on either the individual or the group***

Cultures differ among each other according to how much importance they pay to the needs of the individual or the needs of the group. Americans and West-European nations emphasize the needs of the individual. Thus we can speak about an individualistic orientation. On the other hand, the Japanese or Native Americans put the group in the centre of their interest. That is why some native children never want to be the centre of attention and they do not want any praise or reward. Such a situation can be very unusual or even difficult for the teacher.

### ***Behaviour judgment***

The same kind of behaviour can be judged in completely different ways by different cultures. To let another student copy during a test is regarded as help and friendly behaviour in some cultures (including ours), whereas other cultures regard it as unfair behaviour and as cheating.

People coming from different cultures differ in many aspects. However, even within one and the same culture there are significant differences among individuals depending on their age, sex, social and economic status, the place they live in (in a town or in the country), and other factors. Students should know that there are differences among cultures in order to be able to understand people from other cultures more easily and to become aware of the fact that every individual is a person and should be accepted as such, and not exclusively as belonging to a certain culture.

In order for the students to adopt such an attitude towards intercultural differences the teacher can ask questions about the attitudes of people from different parts of Croatia concerning the topics from the first part of this chapter. Are there differences and what can they be ascribed to?

### ***2 Teachers' expectations***

Every student leaves a certain impression on the teacher. The impression depends on various factors: how the student is dressed, how he/she speaks, what he/she looks like and how he/she behaves. Information on the student's family can also influence the teacher's impression. Based on such impressions the teacher creates certain expectations about what kind of person the student is and how he/she will behave. If the teacher expects a student to be clever and diligent (because his/her parents are educated persons) and another one to be less clever and lazy (because his/her parents are barely literate farmers) then the teacher will behave in different ways towards them. He/she will have higher expectation from the former, ask him/her more demanding questions, give him/her more frequent feedback and, generally, put in more effort. In such a way the former student will be privileged, whereas the latter will be discriminated. Research has shown that teachers are usually not aware of such behaviour and they do not act like that intentionally. Therefore, it is vital for the teachers to realize what they expect from their students, since this is the only way to avoid the "discrimination" of certain students.

**Teaching unit:** *What adults do*

**Objective:**

- To acquaint the students with the term *profession*: the kinds of professions that exist and the names of the persons practising them; to emphasize that all professions are important and useful.

**Possible elements of Education for Development:**

- To draw the children's attention to prejudice about male and female jobs;
- To encourage co-operation among students;
- To increase tolerance towards personal choices.

**Materials:** Pictures of different professions, Science textbook for the 2nd grade of elementary school: Vrgo--Strugar & Ko`i} "This is my world 2", workbook, cards in the shape of a heart, stars and the sun, glue.

**Procedure:**

**1** The class is divided into three groups with the symbols: Heart, Stars and Sun.

The teacher puts the symbols on the blackboard. Each group is given an assignment; after fulfilling it the spokesperson of each group reports the solution back to the class, and the teacher writes it on the blackboard.

- The task of the *Heart Group* is to recognize the professions of the people shown in the pictures and to describe what they do.

The teacher writes on the blackboard:

a baker - bakes bread

a shoemaker - repairs shoes

a salesperson - sells goods

a journalist - writes news

- The *Sun Group* has to recognize the professions in the pictures and write down the male and female persons practising them.

The teacher writes on the blackboard: (in Croatian there are different nouns denoting masculine and feminine gender for all professions - translator's note)

acting - actor, actress

singing - singer

filling teeth - dentist

teaching children - teacher

working at the cash desk - cashier

painting pictures - painter, woman painter

• The *Stars Group* has to classify the professions into three groups. The first group should include the pictures of professions practised by both men and women, the second one the pictures of typical male jobs, whereas the third one should contain jobs usually done by women.

1.	2.	3.
tailor - dress-maker	mechanic	nursery school teacher
teacher	pilot	cook
host - hostess	army officer	cleaner
	butcher	nurse
	politician	
	lorry driver	

The spokesperson of the group explains their choice.

**2** Discussion about the importance of doing a job we have the skills and inclinations for, although it can sometimes be one which is not regarded suitable either for a man or a woman.

The teacher can ask the students to name examples they heard on the radio, saw on television, read about in the newspapers or know about from their environment, referring to professions practised by women although typical of men, and vice versa.

**3** The students are asked to write down on a sheet of paper the most unusual profession they have heard of. They explain what the person does and what equipment he/she needs. The students are then asked to vote for the most unusual profession.

**4** Oral revising: What does every adult person do? What is important for every profession? Which job would the students like to do when they grow up?

**5** Practising and testing: tasks from the workbook;

- Name the professions dealing with children's care!
- Name the professions in which people take care of animals!
- Name the professions in which people concern themselves with arts (dancing, acting, singing, painting, etc.)!

**6** The students are asked to look for examples in newspapers, magazines, books, TV-shows, of men and women doing jobs or activities not typical of their sex ( e.g. a woman - pilot or a man - nursery school teacher). Discuss the importance of doing a job someone has the skills and inclinations for, although it can be one which is not regarded suitable for either a man or a woman.

The teacher can show the students how attitudes change with time. For example, once it was unthinkable that a woman could be a tram driver. It used to be regarded a typical male job. The first women to become tram drivers caused a lot of stir. Some people did not even want to get on a tram driven by a woman. Still, after some time the excitement settled and today it has become a usual thing nobody even notices.

7 For their homework the students should write down the professions of their parents and relatives.

The teacher can invite a guest into class who holds a non-stereotypical job (a woman-pilot or a male kindergarten teacher).

## SECOND GRADE

## ART CLASS

**Teaching unit:** *Shades of cold colours*

**Objective:**

- To learn the expressions: shades of colours, cold colours.

**Possible elements of Education for Development:**

- To develop the initial sensibility for spontaneous expression and creation, to encourage creativity and imagination, to develop aesthetic values.
- To develop the ability to cooperate
- To encourage pro-social behaviour and co-operation, but to respect differences (the students can choose the colour they like most; no colour is “better” than the others - they are just different).

**Materials:** magazines, glue, scissors, paper, cold colour flash cards, adhesive little circles in the colours blue, green and purple.

**Procedure:**

1 The teacher puts the flash cards of three colours on the blackboard: blue, green and purple.

The students have paper and a pencil ready on their desks.

They are asked the question: Which of the three colours do you like most? The students write their answers on the paper. In accordance with their answers they get one of the adhesive labels: a blue, green or purple circle and stick it on their clothes so that it can be seen. They move around the classroom and try to find students with the same label. They then form into three groups.

2 Within their group the students discuss why they like this particular colour, and whether they knew the others also like it. They try to discover other similarities they share and did not know about.

3 Each group cuts out pieces of paper from magazines in the colour they like. The teacher goes round the classroom and asks the groups:

- What kind of colours are these? (Cold.)
- Are all the pieces of paper of the same colour? (No - some are darker and some are lighter.)
- What are darker and lighter nuances of a colour called? (Shades.)

4 On a large sheet of paper the students fix pieces of paper of different shades of cold colours (in the form of collage). The students consult and help each other.

5 When all the groups are ready, the finished works are displayed on the blackboard. The art issue, i.e. the shades of cold colours, is internalized.

6 Discussion about differences.

The students can be asked to answer questions such as: *How do colours differ from each other? Is one colour better than another? Do people come in different shades of colours? Does that mean that some are better than others?*

It is also possible to ask the students to cut out magazine pictures that show adults or children of different skin colour and make posters. These posters can then be used as the basis for discussion about different human colours and their meaning.

## FOURTH GRADE

## MUSIC CLASS

**Teaching unit:** *The song "I once had a rose" (Jednu sam ru`u mel)*

**Objective:**

- To memorize the text of the song, learn to perform it along with the development of intonation abilities and the sense of rhythm.
- To mention the Kajkavian dialect, connect it to the area of Hrvatsko zagorje, to the idea of homeland and the love for it.

**Possible elements of Education for Development:**

- To emphasize the values that ought to be respected.
- To respect differences in language and speech.
- Interdependence, co-operation, developing positive feelings.

**Materials:** flash cards, a picture of Hrvatsko zagorje, blackboard, synthesizer.

**Procedure:**

1 The teacher puts the picture of Hrvatsko zagorje on the blackboard and starts a conversation about this Croatian region: Who of the students has visited it? What can they tell about it? Which dialect is spoken there?

The class is divided into five groups. Each group has the task to make a list of words they know in the Kajkavian dialect. When they have done it, the groups compare their results.

2 The teacher announces the topic and the title: *Today we are going to learn a song in the Kajkavian dialect. Its title is "I once had a rose".*

We sing the song and play the tune on the synthesizer. The words of the song are put on the blackboard:

<i>Jednu sem ru`u mel, pak sem ju zgubil</i>	<i>(I once had a rose, but then I lost it</i>
<i>Nju mi je negdo vzel, dok nisam tu bil</i>	<i>Somebody took it away while I was not here</i>
<i>Vu vrtu svojemu sam sem ju sadil</i>	<i>In my garden I planted it alone</i>
<i>Pak si ju z zemlje van drugi je zvadil.</i>	<i>And now somebody else plucked it out.)</i>

Do any of the words appear on the students' lists?

Which words are not familiar? What does the poet sing about? How do we feel when we lose something? What do we think about theft? How much effort does it take to grow a rose? Can we plant a rose in the school garden?

Can something which is not tangible be stolen, such as friendship or a secret?

How do we feel when something like that happens?

3 Repetition of the song phrases by means of an echo game, joining the parts into larger units, repetition, singing all the stanzas of the song.

4 Singing the song in groups and applauding each other

5 Final choir singing of the song

**Is it better to be a boy or a girl?**

Stereotypes and prejudice can be clearly observed at as early as school age. These are the answers of fourth graders of the elementary school *Ivan Ma`urani* in Zagreb to the question:

*What do you think, is it better to be a boy or a girl? Explain your choice!*

**Boys:**

- It's better to be a boy, because a boy can do more and harder jobs.
- It's better to be a boy, because when I grow up I won't have to do the dishes and the cleaning up.
- For me it's easier to be a boy, because almost every boy can drive a car.
- It's easier for us to carry heavy things.
- I think it's better to be a boy. A boy is much better, handsomer and stronger than a girl.
- It's better to be a boy, because boys go into the army when they grow up. In the army they make new friends. They remain good friends for their whole life. And they don't have to do the chores the girls do.
- It's better to be a girl, because we have to be good to girls and because it's always as they like. You always have to let a girl go in front of you. If she does something wrong, my relatives put the blame on me. That's why it's better to be a girl.
- It's better to be a girl; because in my family boys work harder than girls.
- I think it's better to be a girl, because girls know a lot of things better than boys - they can do and think better than boys, they are smarter than boys.
- I would say it's best to be what you are, a boy or a girl.

**Girls:**

- It's better to be a girl, because girls are more beautifully dressed and they are on better terms with mum. Girls have more friends and when they don't like a boy they turn him down.
- It's better to be a girl, because everybody says girls are better than boys. And because they are cleverer. Girls are neater and cleaner.  
Girls can look after themselves better.
- I think it's better to be a girl because girls are more obedient.
- I like being a girl because girls don't play war games. If I were a boy, I'd like to be a girl,  
because girls are neater and dress more beautifully - miniskirts and the like.
- I would never like to be a boy, because things would get worse as I grow older. That's why my parents wanted to have two girls. I also wanted that, because I wouldn't like to have a brother. I am quite happy with my sister.
- I think it's better to be a girl, because that is me and I prefer this kind of life to being a boy.
- I think it's better to be a girl, because we work hard all the time, while boys are lazy. They don't like to work much. We don't, either, but we have to: do the dishes, sweep

the floor, iron, scrub the stairs and many other chores. Boys don't do them, they just rest. Girls are better, because they work even though they don't feel like it.

- It's better to be a girl, because boys, when they grow up, have to work harder than women. Or, if there has been a theft, and there are a boy and a girl around, people will usually blame it on him, because girls are quieter.
- Boys have problems with learning more often than girls do.
- For me it's better to be a girl. I think boys are ruder, some of them hardly have any feelings. I would like to be a girl, such as I am. God made me like that and I can't be a boy any more. Anyway, we can't change what we are.
- It's better to be a girl, because girls can hit boys, but not very hard, just for fun. Boys mustn't hit girls hard.
- Girls are first in everything, they always come before boys. They can ride a bike first, for instance. Girls can learn some things earlier than boys.
- I think it's better to be a girl than a boy, because girls are smarter than boys. Boys sometimes want to show they are big in front of girls, but they are actually small, and that's why I think it's better to be a girl. It doesn't matter if she is frail, there's always someone to protect her. Some boys demonstrate force on girls, they strike them, throw things at them, etc. Instead of showing they are better, they are naughtier, and girls have more things to do.
- I think it's better to be a girl, because girls don't hit each other and don't work as hard as boys. I prefer being a girl, because we are not so rude as most of the boys.
- Perhaps girls grasp some things faster than boys, but, who knows, perhaps boys can grasp other things faster than girls.
- It's better to be a boy, because boys don't have to worry about how they will do their hair... When they grow up they don't have to worry about the cooking.
- I think it's better to be a boy although everybody says they are naughtier than girls. Most boys are not shy, whereas all girls are, including myself. Boys can take defeat, express their feelings and their wish for something. Girls would have to keep it to themselves all their lives. It's better to be a boy, because girls undergo great changes in their lives.

Note: These answers serve as information to teachers about the attitudes of students of this age group. It is not their purpose to be used for work with students in the classroom.

**Is it better to be black or white?**

The answers of fourth graders of the elementary school *Ivan Ma`urani* in Zagreb to the question:

*What do you think, is it better to be black or white? Explain your choice!*

From twenty students (a random sample), 13 of them think it is better to be white, 5 of them have given neutral answers and 2 of them think it is better to be black:

- I'd like to be white, because white people have better lives. And not only because of that.

Everybody would make fun of me if I were black. Perhaps some people think they would like to be black. Not me. Nevertheless, the dark colour of their skin can help blacks, because they can steal, although this is a bad thing to do. And, if I were at the cinema, someone could sit on me because they haven't seen me. I am white and wish to stay white.

- I think it's better to be white, because many blacks take drugs and have to do with the mob. Blacks are naughtier.
- I think it's better to be white, because blacks are not independent. I know from films that blacks are usually the whites' servants. If this is not the case any more, I don't know what is better, since both blacks and whites are nice people.
- It's better to be white, because there are more white people on the earth than black ones. That's why it would be better if all people were white.
- I think it's better to be white, because, if you are black you can't get a tan. If you are white, you can.
- It's better to be white, because whites are better, polite and clever. I like whites better.
- It's better to be white, because, if I were black, nobody could see me in the dark.
- It's better to be white, because we can change the colour of our skin.
- For me, it's better to be white. I can't explain why.
- I think it's better to be white, because blacks are much poorer and many of them die of starvation. And when they come to a country where all people are white, they are teased because of the colour of their skin. Blacks are slaves in some countries, whereas whites aren't. Nobody likes blacks.
- It's better to be white, because nobody in the world likes them and there are fewer of them compared to whites; and they don't have anything of their own. In some countries they are slaves and servants. And because everybody humiliates them.
- I think it's better to be white, because whites are handsomer and pleasanter than blacks.

am white, for me this is great. I would never like to be black, because I don't particularly like blacks.

- I think it's better to be white, because blacks have hard lives and I would like to help them and explain to some people to stop being against blacks.
- For some reasons it's better to be white, for some others it's better to be black.
- I think it's good to be either one or the other.
- I think it's equally good to be either black or white, because both blacks and whites are people, the only difference being the colour of their skin. Otherwise they would be quite the same, if blacks were white or the other way round.
- It's equally good to be black or white, because God created both blacks and whites, they are children of God. They work and strive in the same way. All those who do good will go to heaven, and for the bad things they will go to hell. God created everything we can see.
- It's best to be what you are. Because we are all alike.
- It's better to be black, because they stay black when they lie on the beach in the sun, while become black when we sunbathe.
- It's better to be black, because they are stronger and better-grown.

Note: These answers serve as information to teachers about the attitudes of students of this age group. It is not their purpose to be used for work with students in the classroom

