RURAL GCE

TRAINING MATERIAL FOR
GCE IN RURAL AREAS

The RURAL GCE Handbook

The RURAL GCE Consortium

The consortium consists of six organisations, each one with its own experience and field of expertise. Their aim is to motivate people to become active citizens of their communities and to branch out into the wider context.

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Cultural diversity, identities, stereotypes and dismantling prejudice. Human rights.

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Overview

What is expected to be taught through this module?

- Showing what is cultural diversity
- Giving examples about classic cultural stereotypes and...
- ... dismantling this kind of prejudice.
- Showing the importance of respecting Human Rights

Aims and objectives

- Teaching the fundamental basis of Global Citizenship Education.
- Showing the importance of diversity nowadays.
- Not judging others on the basis of their culture, gender, ethnicity or place of origin is important.

Topics

01
Cultural diversity and identities

- What is Cultural Diversity?
- Why is Cultural Diversity important in our society?
- How to teach children about the benefits of Cultural Diversity?

02
Human Rights

- What are human rights abuses?
- Examples of cases around the world and in Europe?

03
Stereotypes

- What are stereotypes?
- Stereotypes in children's and youth literature.
- Cultural stereotypes and racism.

Overview

- What is Cultural Diversity?

- Why is Cultural Diversity important in our society?

- How to teach children about the benefits of cultural diversity?

What is Cultural Diversity?

? **Cultural diversity is the multiplicity of forms in which the cultures of groups and societies manifest themselves.**

The UNESCO Universal Declaration on Cultural Diversity reaffirms human rights. It aims for greater solidarity based on the recognition of cultural diversity, awareness of the unity of humankind and the development of intercultural exchanges.

The diversity of cultures reflects the multiplicity and interaction of cultures that coexist in the world and form part of the common heritage of humanity. According to UNESCO, cultural diversity is as necessary for "humankind" as biological diversity is for living organisms.

Why is Cultural Diversity important in our society?

Cultural diversity shapes our lives

Our way of life is defined by the shared language, ideas, values, conventions, behaviors, and material items that are passed down from generation to generation.

Cultural diversity is **fundamental** in our lives, and it is also present in our daily lives. This phenomenon is the best opportunity to learn from others. In this way, we can **also learn about the different perspectives** of the world we live in.

In short, cultural diversity encompasses a general **respect** that is perfectly applicable to our social relations, as well as increasing our **knowledge of the world** and everything that surrounds us.

How to teach adults about the benefits of cultural diversity?

Children need examples of others who are open and accepting of differences because they are heavily influenced by the behaviours of adults. Parents can play an active role in shaping their children's behaviours, helping them to be more accepting of and kind toward those who look different from them.

Parents can help their children value and appreciate diversity in everyday experiences by modelling behaviours that are open and kind toward others.
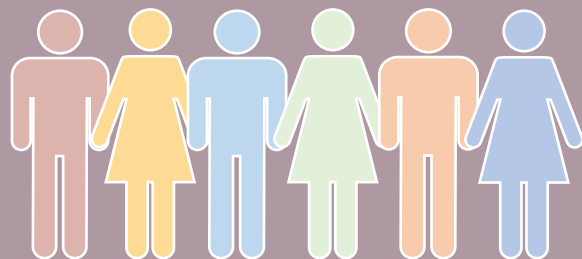
- Practice Unity
- Use Kind Language
- Be Kind in Action
- Have Multicultural Experiences
- Redirect Intolerant Behaviour

02

Human rights.

Overview

- Human rights and abuses.

- Cases of human rights abuses around the World.

- Cases of human rights abuses in Europe.

Human rights and abuses

- Human rights are the rights that we have because **we exist as human beings**; their existence does not **depend on any state**.

- These universal rights are **inherent to all of us**, regardless of <u>nationality, gender, ethnic or national origin, colour, religion, language or any other status</u>.

But...

What happens if human rights are not respected? → **HUMAN RIGHTS** ABUSE

What is considered a human rights abuse?

? A human rights abuse is a violation of the basic rights of people by treating them wrongly. Some examples of this wrong thing could be: child labour, sex trafficking, discrimination...

Human rights abuses around the World.

THE CASES OF IRAQ AND SIRIA.

Syria and Iraq are two great examples of human rights violations in recent history. We recognise these two countries as being in a state of **constant** <u>political and warlike instability</u>. Nevertheless, a significant part of the world's forces have intervened in these territories.

Global interventionism, territorial division without regard for ethnicity and a host of other factors in this contentious territory have been a breeding ground for organisations that have violated human rights, such as **Al Qaeda** and later **ISIS**.

The long list of atrocities committed by these organisations ranges from bombings, kidnappings, abuse and rape of women and children, etc.

We must instil in young people that this global problem concerns us all, and **not just the tip of the iceberg**.

Human rights abuses in Europe.

According to the Strasbourg Court's human rights report, it is not only in Russia or Latin America that human rights are violated, but also in other European countries.

The European Union has, for example, imposed sanctions on the country for torture and repression directed against LGBTI people and political opponents in Chechnya.

Examples of violations of these rights, both in Russia and in other European countries, could include:
- Violation of freedom of expression.
- Violation of freedom of worship or religion.
- Violations and sexual abuse.

Our responsibility for this project is to raise awareness that all these problems are part of our lives, and that quality citizenship education is necessary to curb these tragedies.

Overview

- What are stereotypes?

- Stereotypes in children's and youth literature.

- Cultural stereotypes and racism.

What are stereotypes?

? Stereotypes are the simple perception of a person or persons, the purpose of which is to justify a certain behaviour in relation to a certain social category.

The term is often used in a negative sense, stereotypes being considered as illogical beliefs that limit creativity and can only be changed by **personal reasoning** on the subject.

ORIGIN: Originally a stereotype was a print taken from a lead mould that was used in printing instead of the original type. This usage led to a metaphor for a set of pre-established ideas that could be carried from one place to another without any effort.

Stereotypes in children's and youth literature.

One of the greatest sources of stereotypes for children is in children's and young people's literature. We all know the typical ones, mostly depicted as protagonists or antagonists, or as one might popularly say, as the good and bad ones.

As time has progressed, the concept of villain, witch, princess or hero has gradually changed, and with them, so have the stereotypes.

During the Middle Ages, the archetypal villain was the wicked witch, who could destroy everything in her path.

After the first industrial revolution, this witch was replaced by more appropriate characters such as the evil pirate or the bandits.

The story has evolved from the villains of yesteryear to villains with a more everyday character, such as the schoolteacher or bullying inside or outside the classroom. The story has become integrated into **real life.**

Cultural stereotypes and racism.

Cultural stereotypes are closely linked to **racism**. But in order to understand what this connection is, we need to know what both concepts are.

Racism is the scientifically false belief that groups of humans possess different behavioural traits corresponding to physical appearance and can be divided based on the superiority of one race over another. It may also mean prejudice, discrimination, or antagonism directed against other people because they are of a different **race** or **ethnicity**

When a **social stereotype** is negative, it usually carries with it a particularly racist component. Racial stereotyping, for instance, comes from the belief that membership in a racial group defines someone on a range of characteristics, including their behaviour. This idea that group membership determines innate qualities is called "**essentialism**."

How to dismantle stereotypes?

In order to break stereotypes, first of all, we must know their origin, as explained in the previous section.

Any area is a good place to avoid this current of stereotypes and to teach young people to be more tolerant. However, the best places to make these changes are within the family nucleus and also in schools.

Teachers should not use prejudice to exemplify certain types of behaviour. This is a good way of eliminating different stereotypes, such as **gender stereotypes**. Instead of always identifying boys with the colour blue and girls with pink, we should teach that this kind of segregation is more harmful than beneficial.

We can also find a lot **of stereotypes in adolescents**. In the wake of the Covid pandemic, the position of adolescents has been generalised many times: irresponsible, immature and even disrespectful.

In addition to this example in which young people are generalised, we also find the opposite case. The stereotypes and prejudices of adolescence are a risk factor for the shaping of identity, the main task of this stage, hence the importance of a good education in order to prevent this type of risk.

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Glossary

TERM	DEFINITION
Citizenship education	Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society.
Cultural diversity	Cultural Diversity is the existence of a variety of cultural groups within a society.
Cultural stereotypes	They are perceivers' shared beliefs about the characteristics of the target group and at the same time they also function as social expectations.
Ethnicity	The fact or state of belonging to a social group that has a common national or cultural tradition.
Gender stereotypes	Is a generalised view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women
Global interventionism	Intervention is defined as a threatening act that is unwelcome by the target of one's intervention.
Human rights	Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

Glossary

TERM	DEFINITION
Identity	Identity is the qualities, beliefs, personality, looks and/or expressions that make a person or a group
Multiculturalism	The presence of, or support for, several distinct cultural or ethnic groups within a society.
Racism	The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.
Raise awareness	Awareness-raising is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal.
Respect	A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
Segregation	The separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.

Glossary

TERM	DEFINITION
Shaping behaviours	Shaping is the use of reinforcement of successive approximations of a desired behaviour.
Stereotypes	Stereotypes are the simple perception of a person or persons, the purpose of which is to justify a certain behavior in relation to a certain social category.

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https://greatergood.berkeley.edu/article/item/how_to_beat_stereotypes_by_seeing_people_as_individuals

https://www.jyu.fi/viesti/verkkotuotanto/kp/vf/jaakko.shtml

Practical Recommendations

Learning outcomes

Knowledge

- Learning why cultural diversity it's important in our society, especially for children and future generations
- Significance of human rights and consequencies of their violation
- How stereotypes can be dismantle and the negative side effects of their use

Skills

- Learning how to act when racism or other type of discrimination is being brought up in a situation
- Learning how to be sensitive towards different cultural identities

Attitude

- Being understanding of people's different cultural backgrounds

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Lesson Plans

01

Cultural diversity and identities

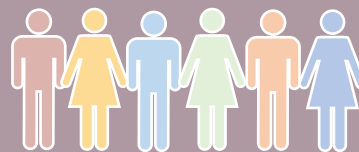**02**

Human Rights

03

Stereotypes

Lesson plan 1

Cultural diversity, identities, stereotypes and dismantling prejudice. Human rights.	
Causes	
Cultural diversity and identities.	
Duration: 90 minutes	
Aim	The goal of this lesson plan is for students to grasp the specific causes of cultural diversity and identities, how these causes interact with one another, and how they can become self-reinforcing.
Target Group	Adults living in rural areas
Facility/ Equipment	• Classroom, either physical or virtual • Internet • Blackboard or other writing implement visible to all
Tools/ Materials	• PPT
Main Activity	**Activity 1 – Theoretical background:** Adults are divided into groups and then the real-life scenario on the next slide is explained to them. This should make them reflect on how cultural and identity diversity is part of our lives. **Activity 2 – Group Exercise**: Adults should then discuss among themselves how much cultural diversity is beneficial to them and how it is present in the classroom, e.g. different cultures in the classroom, different gender identities and other identities. They should then share this information and their own conclusions with the rest of the class. Once all the ideas are written down on the board, a final reflection on this topic should be made and the session will end.
Reflection	Reflection should be focused on how the diversity of cultures and identities is part of our society and that we must learn from them in order to improve our own. Do you think cultural diversity is important in nowadays? How many identities do you know?

Real-life example/case study 1

Cultural diversity, identities, stereotypes and dismantling prejudice. Human rights.

Cultural diversity and identity

The case of Sephora

Duration: 30 minutes

Aim	The goal of this real-life example is for students to grasp the specific reasons of cultural diversity and identities, how these causes interact with one another, and how they can become self-reinforcing.
Target Group	Adults living in rural areas
Case study description	Let's take as a case study, a survey conducted by Top Technology Trends for SMBs, which states that the Sephora brand improves its human quality and productivity by having a very differentiated team in terms of culture and identity. It might imply broadening your group's variety. According to a recent research, gender diverse teams make better business judgments 73% of the time, compared to 58 percent for all-male teams. And teams with a mix of ages and members distributed across many places produce better business judgments 87 percent of the time. Sephora is one brand that appears to have realised this by now. Sephora's hiring and promotion methods are distinguished by a focus on individuals' potential rather than certain requisite qualifications. Sephora's diversity has fostered an environment in which all workers feel comfortable to speak out and be recognised in conferences.
Connection with the topic	This real case scenario is an example of how in very important companies of any sector, diversity is always a wonderful option to improve both the environment and the individual and collective opportunities of the team.
Follow up questions	• How do you think cultural diversity can benefit a classroom environment? • Do you think cultural diversity is beneficial to society?
References	https://www.softwareadvice.com/resources/hr-challenges-diversity/

SEPHORA

Lesson plan 2

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Human Rights	
Causes	
Human Rights	
Duration: 90 minutes	
Aim	The goal of this lesson plan is for students to grasp the specific reasons of human rights, how these causes interact with one another, and how they can become self-reinforcing.
Target Group	Adults living in rural areas
Facility/ Equipment	• Classroom, either physical or virtual • Internet • Blackboard or other writing implement visible to all
Tools/ Materials	• PPT
Main Activity	**Activity 1 – Theoretical background:** Adults are divided into groups and then the real-life scenario on the next slide is explained to them. This should make them think about how human rights and human rights violations are part of our lives. **Activity 2 – Group exercise:** The adults should then discuss among themselves how much human rights are beneficial to them and how it is present in the classroom, for example, the different human rights violations that have occurred throughout history, whether students know their own rights, etc. They should then share this information and their own conclusions with the rest of the class. Once all the ideas are written down on the board, a final reflection on this topic should be made and the session will end.
Reflection	Reflection should be focused on how the human rights and its violation is part of our society and that we must learn from them in order to improve our own. How many Human Rights violations you know? What is your proposal for avoiding this violations?

Real-life example/case study 2

Human Rights	
Social rights	
Graham Gasking Case	
Duration: 90 minutes	
Aim	This real-life scenario aims to show, through a real case, the importance of family and children's rights and to explain how important it is that these rights are never violated.
Target Group	Adults living in rural areas.
Case study description	Graham Gaskin, a teenage boy, was mistreated in custody for several periods. He desired access to his social care files, which were housed by Liverpool City Council. The Council declined to provide him access to all of his documents. Graham Gaskin tried to compel the Council to allow him examine his papers in the Courts, but the courts sided with the Council. As a result, he filed a case with the European Court of Human Rights. Graham Gaskin's rights have been violated, according to the European Court of Human Rights. The Court decided that he required to examine his social care papers in order to make sense of his background and treatment while in care. Because of Graham Gaskin's lawsuit, which the European Court decided on in 1989, it is now simpler for persons in care or in touch with public care to view material published about them. Councils must now preserve documentation on vulnerable children for a period of 75 years.
Connection with the topic	This case is very valuable as it makes students and teachers themselves aware that not everyone has the same rights, and we must work for a more equal world.
Follow up questions	• Do you believe that children's rights are equal for all? • Do you understand that because of cultural differences, these rights are violated?
References	https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/human-rights-case-studies

Lesson plan 3

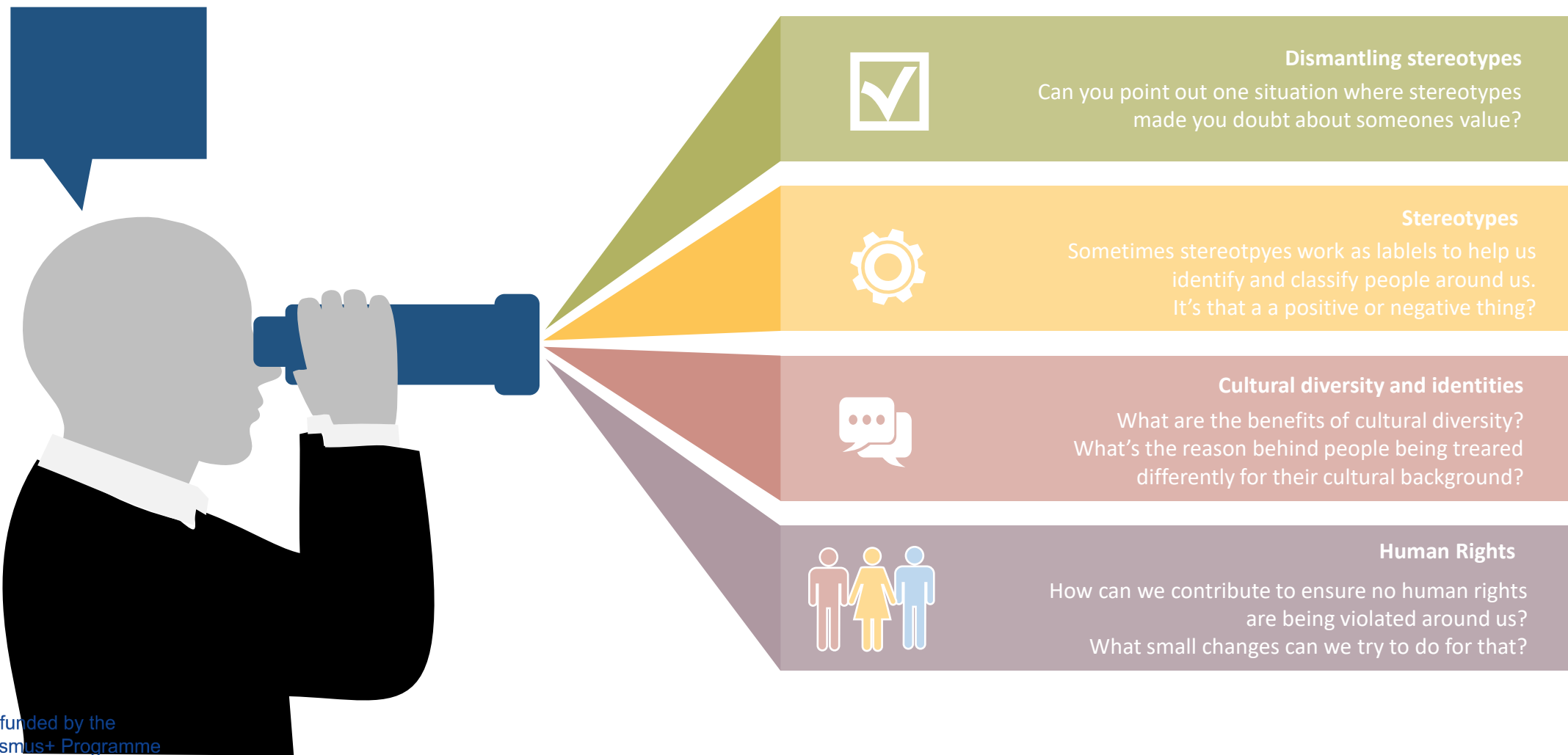| Stereotypes	
Causes of the Stereotypes	
Dissmantling stereotypes	
Duration: 90 minutes	
Aim	The goal of this lesson plan is for adults to grasp the specific reasons for stereotypes and their causes, how these causes interact with one another, and how they can become self-reinforcing.
Target Group	Adults living in rural areas
Facility/ Equipment	• Classroom, either physical or virtual • Internet • Blackboard or other writing implement visible to all
Tools/ Materials	• PPT
Main Activity	Adults are divided into groups and then the real-life scenario on the next slide is explained to them. This should make them reflect on how stereotypes are a crucial part of our lives. Adults should then discuss among themselves how much stereotypes influence our lives and how they are present in the classroom, for example, what stereotypes they have among classmates, whether they have often prejudged or pigeon-holed a teacher, for example in relation to the subject he/she teaches, and if so, how many of them have been stereotyped. They should then share this information and their own conclusions with the rest of the class. Once all the ideas are written down on the board, a final reflection on this topic should be made and the session will end.
Reflection	Reflection should be focused on how the stereotypes are part of our society and that we must learn from them in order to improve our own. Are stereotypes part of our day-a-day life? What do you propose for dismantling stereotypes?

Real-life example/case study 3

Stereotypes	
Stereotypes	
The case of the gender stereotypes	
Duration: 90 minutes	
Aim	This case study aims to to make adults aware of how much they are subject to strong stereotypes and what they can do to break them down
Target Group	Adults living in rural areas
Case study description	Let's take the US case of a six-year-old girl and the stereotypes about gender roles. A mother posted this case on social media in order to raise awareness about women in science. This woman commented that she was surprised how her young daughter was taught about important and recognised people in the world of science through male examples such as Albert Einstein, Nikola Tesla, Steve Jobs or Isaac Newton. Among all those mentioned, there was not a single woman. As this mother did not want to inculcate these gender roles in her daughter, especially at such a young age, she decided to publish this story on the social network Twitter, so that anyone who wanted to could contribute the name of a female scientist. In the end, the result of this publication served to raise awareness of gender roles and stereotypes and, of course, to learn more about the society that surrounds us, both mother and daughter.
Connection with the topic	This case shows how stereotypes are part of our daily lives and how with a little effort on an individual level, many more people can be made aware of them.
Follow up questions	• Do you think you meet a lot of stereotypes? • What do you think are the most widespread stereotypes in our society?
References	https://www.lettoysbetoys.org.uk/resources/raising-the-issue-of-stereotypes-in-school-case-study/

Assessment Questions

1. What are the benefits of cultural diversity?

- **is the best opportunity to learn from others. In this way, we can also learn about the different perspectives of the world we live in.**

- Cultural diversity is very important in our current lives but it's not one of most important things around us.

2. What's the reason behind people being threaded differently for their cultural background?.

- They're not being threaded, but the society thinks that threading is real and takes place in our society.

- **Cultural stereotypes and racism are the main reasons behind people being threaded differently and receiving different behaviour traits.**

3. How can be ensured that no human rights are being violated around us?

- **Raising awareness with a quality citizenship education.**

- It is not up to us as citizens to ensure no violation of humans right but of authorities such as the government.

4. What small changes can we try to do for that?

- **Try to identify, avoid and prevent prejudices of stereotyped groups in our daily life.**

- We cannot do much if authorities and educational institutions do not act.

Assessment Questions

5. Are stereotypes making people doubt about other's values?

- **Yes, we normally tend to judge other's values when they have not the same background or do not belong to the same group others do because of prejudices.**
- No, it is not common as stereotypes do not influence on our perception of society

6. Young people have been pointed out as irresponsible during the Covid pandemic because of the society' prejudices.

- **True**
- False

7. "Blue for boys and pink for girls" this is…

- **a harmful gender segregation**
- how both genders identify themselves and this is good

8. An over a generalized impression of someone or something is referred to as

- **a stereotype**
- discrimination

Conclusion

Final remarks

Cultural Diversity and Identities

Cultural diversity is fundamental to understanding today's society.

Human Rights

The respect and tolerance offered by human rights are basic to shaping the adults of tomorrow.

1 2
3 4

Stereotypes

We must banish bad prejudices among all of us in order to build a better society.

How dismantling stereotypes?

We simply need to be aware of the prejudicial flaws we all have and learn from them. The mind is a parachute, it only works when it opens.

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