

SELF-EXPLORATION ACTIVITY

Inspired by the activity 'Fair or unfair'
from the set of tools by [Reading International Solidarity Centre](#)

PREPARATION:

Jamboard/Conceptboard or another interactive table:

- 1) Statements and opinion scale

An opinion scale:

I strongly disagree
I disagree
Neither
I agree
I strongly agree

VERSION 1: STATEMENTS on GENDER EQUALITY

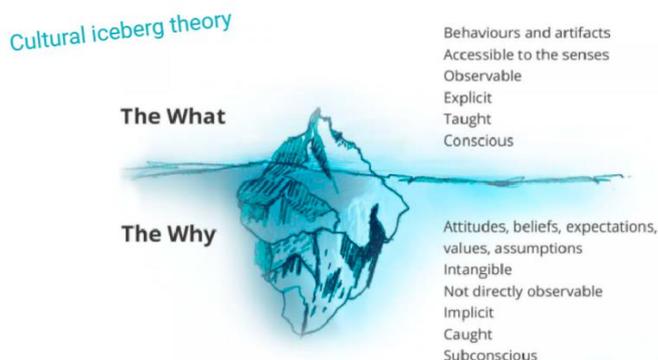
- We should have gender quota systems for ensuring that women constitute at least a 'critical minority' of 30-40% in political representation of the country.
- The fact that elementary schools do not have bathroom facilities in some countries can cause a higher rate of girls' dropout from school.
- Young boys' child labour, gang violence, disengagement from school and recruitment into armed groups in some countries can result from strong social conceptions of masculinity.
- Using gender-inclusive language is a powerful way to promote gender equality.
- It is unfair that throughout the world, women and girls perform long hours of unpaid domestic work.
- Despite proclaiming respect toward human rights, many countries still violate women's rights.

VERSION 2: STATEMENTS on HATE SPEECH

- People have the right to express their opinions freely.
- Some words might hurt people and therefore we should choose them wisely.
- What we are told by somebody else is less powerful than how we interpret his/her words.
- Nobody has a right to spread hate speech against other people in public.

- It is important to understand why somebody spreads hate speech.
- Certain groups of people are more targeted by hate speech than others — racial minorities, women, and homosexuals.
- Hate speech is dangerous because it leads to violence and discrimination.

2) 'The iceberg model': <https://emiworld.org/emi-tech/cultural-iceberg-and-individual>



The Cultural Iceberg, adapted by Sheri Lazarus (2016) from work by Edward T. Hall (1976). Art by Anna Seeley and Abby Smith. <https://emiworld.org/emi-tech/cultural-iceberg-and-individual>

STEPS:

Overall Timing: 60 minutes

- Make a contract of cooperation with your pupils, ideally in a visual or playful way in order to raise their curiosity and build trust for later discussions.
- Form groups of 3-5 and give each group their **interactive table** poster (Jamboard/Conceptboard etc.) with a set of statement cards and the opinion scale. Ask the groups to share their opinions and try to agree a place for each statement along the opinion scale. (10-15 minutes)
- After the group discussion, have a look at the allocation of each statement for each group together. Note any opinions that were widely agreed upon, and any opinions that were controversial. Ask the groups questions for reflection using an **online polling platform** with pre-prepared questions:
 - How satisfied are you with the process? **(rating)**
 - How satisfied are you with the final ranking? **(rating)**
 - Have you come across many similarities or disparities in opinions or were you more or less “on the same wavelength with your discussion partners?” **(multiple choice)**
 - How did you decide on the final ranking of the statements? What decision taking technique did you use? **(multiple choice)**
 - Which statements were the most difficult to agree upon? **(open question)**
- Sum up the similarities and differences in order of statements using the interactive table. Which were the most agreed upon and most disagreed upon opinions?
- Ask the participants:

- Why do you think your opinions differed in these cases?
- Ask the participants to write down on a piece of paper *What are the main reasons and justifications behind that influenced their opinion on this statement?* Give them 5 minutes for individual work.
- After individual work “on paper”, participants get a jamboard link with a pre-prepared explanation of *The iceberg model*.
- Ask if anyone has already seen it/worked with it and if there is a volunteer who will try to explain its relevance to our topic. Then, give the pupils a short explanation of how we form our opinions that come to a confrontation with others and how we can find a common ground for understanding and building a consensus rather than compromise or conflict.
- Ask the pupils to look at their former notes about reasons behind their opinions and draw their own personal iceberg inspired by The iceberg theory on the paper.
- Divide the pupils into break-out groups in pairs for 5 minutes and let them discuss how their own icebergs look: what reasons are visible and explicit, which are implicit, not verbalized, most important? (this could also be issued as a ‘homework’).
- Reflect upon the pair discussions together:
 - How was the iceberg drawing for you? What have you realized when filling it in?
 - How was the sharing with others? Did it feel OK or was it uncomfortable for you? Why?
 - What is one thing that you will take out from this activity?
 - How can you apply it in your everyday life?