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Social Change through Sustainable Communication in Lifelong Learning in Schools and Society

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Work Package 2: Development of modules and training

SUSTAINABLE COMMUNICATION THE TEACHER TOOLKIT for Personal and Professional Growth

**Authors: BE EA, BE VIVES, DE LUE, LT VIKO, ES RM, PT ALMA, RO
UBB, RO WUT, TK ASIP**

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Introduction

This Teacher Toolkit is a result of the European Teacher Academy Project TASC – Teacher Academy for Sustainable Communication

Project Overview

European societies face unprecedented challenges stemming from global warming, the lingering effects of the COVID-19 pandemic, the complex dynamics of socio-cultural integration involving migrants and refugees, and political instability in neighboring regions. These interconnected pressures contribute to increasing social and political polarization across the European Union, impacting the very fabric of our communities and educational systems. The Teacher Academy for Sustainable Communication (TASC) project directly responds to these critical issues by recognizing the pivotal role of educators in fostering inclusive, resilient, and democratic societies.

The **TASC Project** (Teacher Academy for Sustainable Communication) aims to address these challenges by equipping future and current teachers with **sustainable communication skills**—a critical competence for promoting inclusion, reducing conflict, and fostering democratic values in education.

The TASC project aims to:

- Train teachers in **sustainable communication**, emphasizing non-violent, restorative, and intercultural communication, cooperation and reflection and integrating digital competences.
- Develop a **joint training programme worth 20 ECTS credits**, fully integrating **green and inclusive mobility models**.
- Establish a **structured European partnership** among institutions involved in initial teacher education (ITE) and continuing professional development (CPD).
- Formulate **policy guidelines and recommendations** for incorporating sustainable communication as a core cross-cutting teacher competence.

Sustainable Communication

Sustainable communication is an important and crucial transversal competence for teachers and their work life. Also, we believe, it is essential for the future of our planet. It is an important competence in the European Education Area to respect inclusion and diversity and to promote accountability and cooperation



Therefore, TASC focuses on sustainable communication as a facet of the teacher ethos that focuses on teachers' commitment to foster appreciative relationships and on teachers' competence to nurture appreciative relationships in school. Teachers all over Europe are trained in competences, skills based on knowledge and attitudes. Next to these competences, in TASC the general objective is for teachers to grow agile in the common EU identity and values through skills training in nonviolent, intercultural and restorative communication, reflection and action, thus contributing to cooperation in lifelong learning.

The innovation of TASC is that it focuses on equipping European teacher with the skills that are the foundation for sustainable education and a sustainable society. This teacher academy focuses on skills that are relevant in any educational setting, regardless of the field of study, the level of education, the country or culture. The implementation of the developed and tested joint training programme on sustainable communication with 20 ECTS micro-credentials in the different countries of the TASC partners, ensures a broad transnational dimension of this project and a Europe-wide applicability of this teacher academy. TASC contributes to what unites us as teachers, which is to provide a good education for all, despite the increasing polarisation of our societies.

Core Components of Sustainable Communication

With sustainable communication, we want to promote sustainability. Sustainable communication is connected to several United Nations Sustainable Development Goals (SDGs). It supports the cluster 'people' with SDG3 focusing on well-being, SDG4 emphasizing quality education with focus on inclusion and lifelong learning and SDG5 promoting gender equality. Additionally, it is also connected with the cluster 'prosperity' with SDG 10, reducing inequalities; SDG 16, fostering peace within the cluster of peace; and SDG 17, building partnerships to achieve these goals within the cluster of partnership.



Figure 1. United Nations Sustainable Development Goals

The TASC project is grounded in a rigorous needs analysis that identified five essential constructs essential to sustainable communication in educational contexts: intercultural communication, nonviolent communication, cooperation, problem-solving related to communication and reflection. These constructs are directly linked to the core challenges faced by teachers in increasingly diverse and polarized school environments.

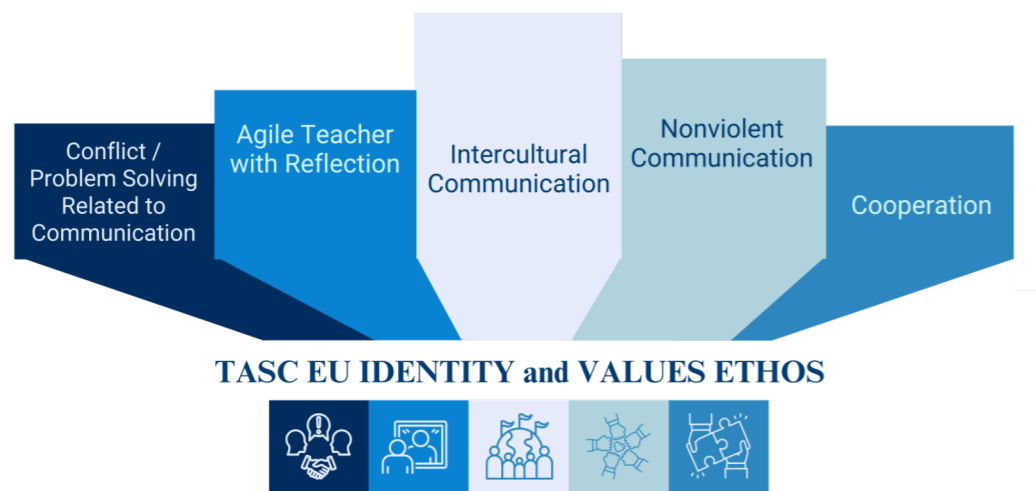


Figure 2. Five constructs of European Joint Programme TASC

Findings from a cross-national survey revealed that these constructs are interrelated and mutually reinforcing.

To address these needs, TASC has developed a comprehensive EU joint training programme composed of five interconnected modules. Each module is designed to cultivate one or more of the five key constructs through structured learning objectives and targeted



outcomes aligned with the Reference Framework of Competences for Democratic Culture (RFCDC) and the European Digital Competence Framework (DigComp).

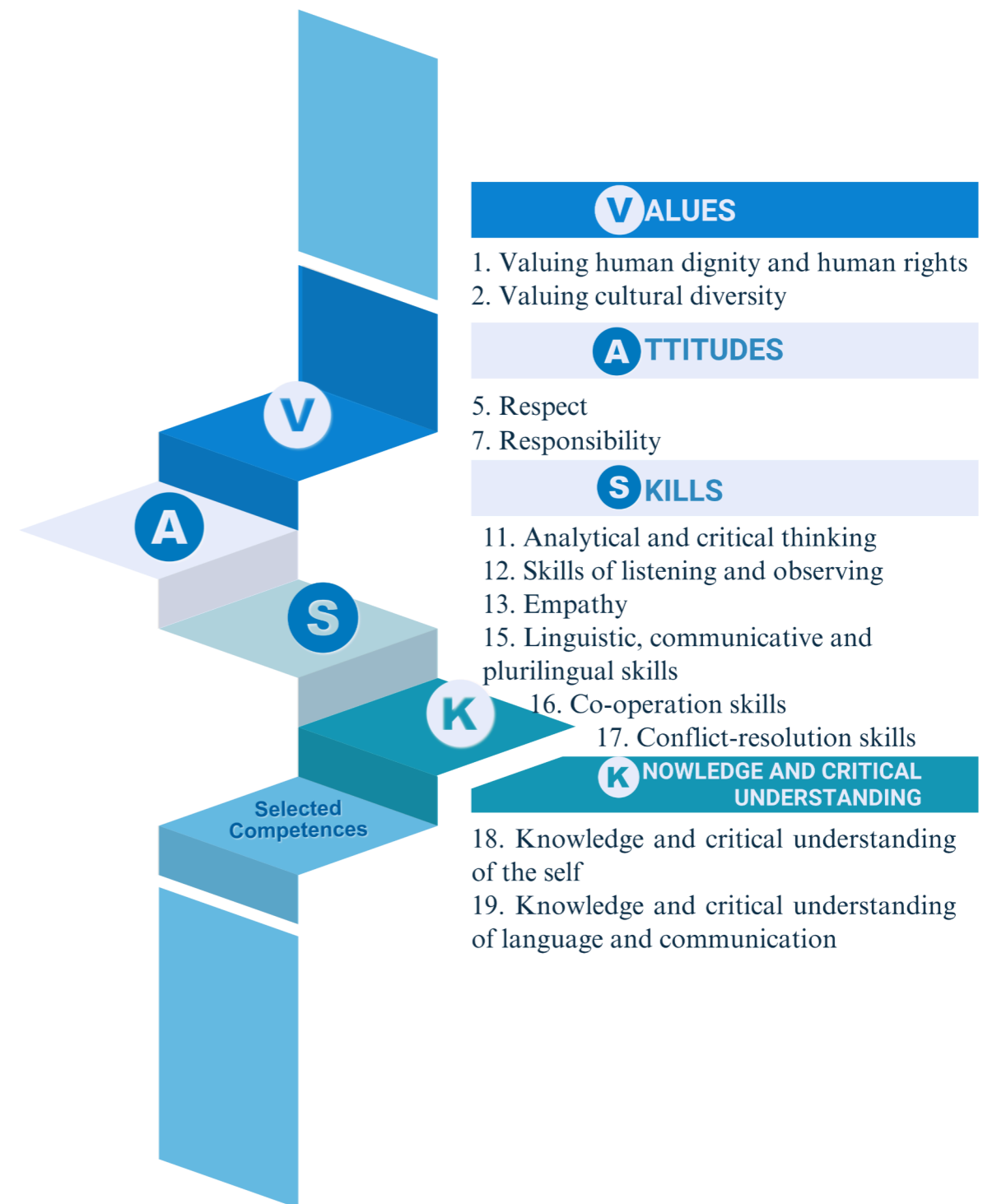


Figure 3. Selected Competences from the Framework of Competences for democratic culture FCDC – TASC

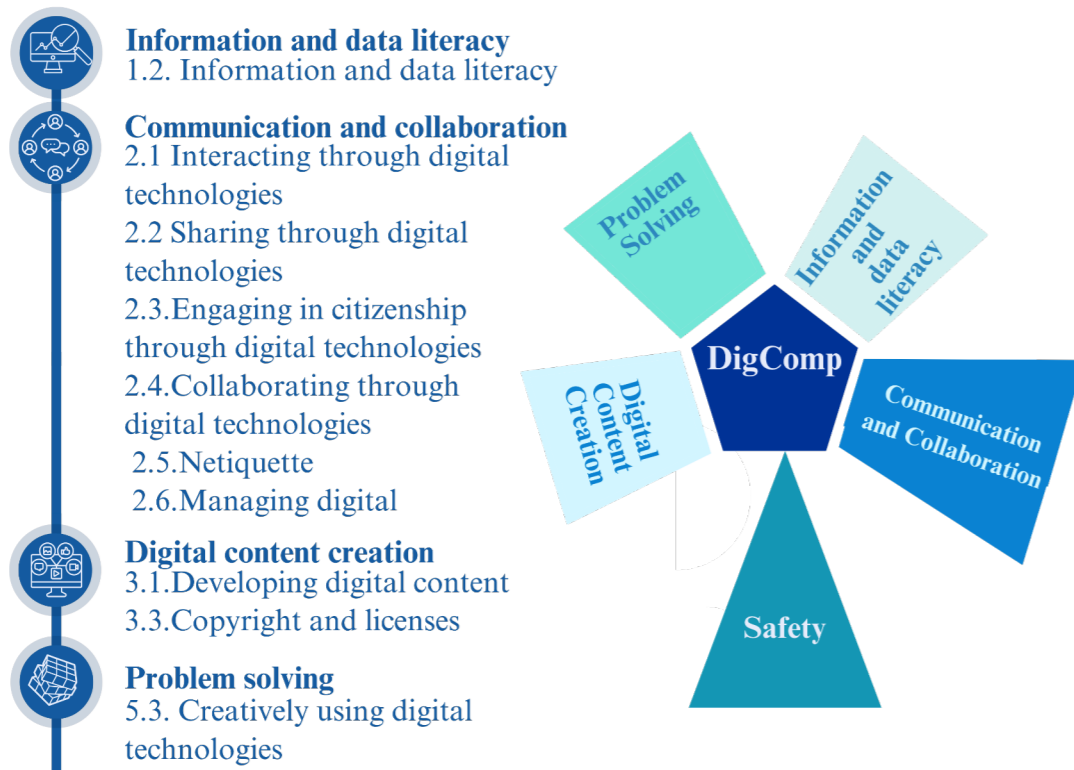


Figure 4 Digital competences connected to Sustainable Communication, selection from [DigComp Framework](#).

Five training modules connected with the competences from figures 2 and 3 are designed to foster inclusive, equitable, and human rights-based education: Human Rights and Values, EU Values and Identity, Non-discrimination and Equity, Understanding Ourselves and Others and Dialogue.

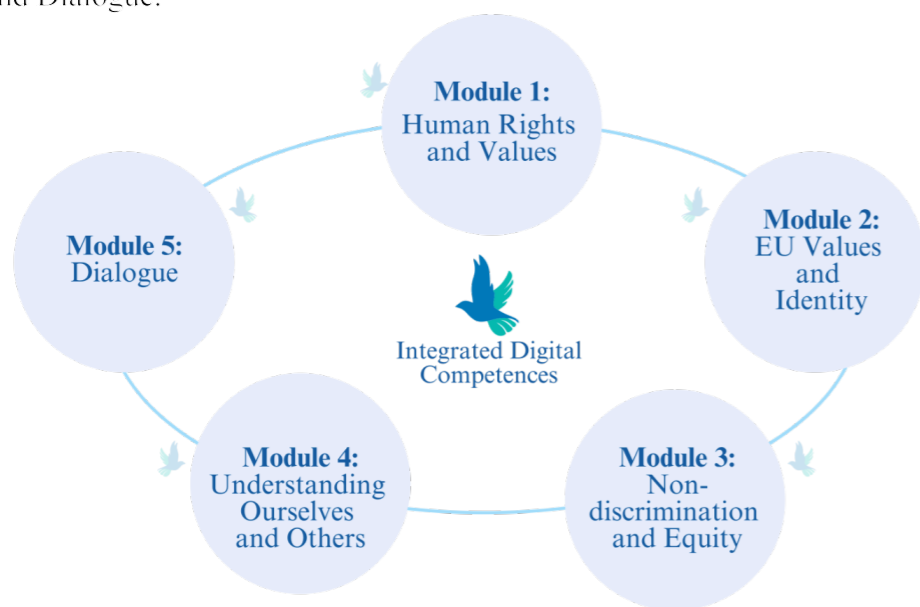


Figure 5. Five Modules - TASC

These modules were designed to provide essential skills and knowledge across various thematic areas, emphasizing sustainable communication practices. We were considering the following Key Concepts.

Module 1	Human Rights and Values	Universal and Key Values Advocacy and Implementation of Human Rights Human Rights in the Digital Era
Module 2	EU Values and Identity	Identity EU Values European Teacher Identity and Values
Module 3	Non-discrimination and Equity	The Respect of Diversity The Non-discrimination Path Achieving Consensus in a Diverse Group
Module 4	Understanding Ourselves and Others	Understanding Oneself Understanding Others Understanding Connecting with Others
Module 5	Dialogue	Empathic Dialogue Skills Problem Solving and Conflict Resolution Skills Cooperation Skills

Figure 6. Five Modules and Key Concepts

Each module contains clear objectives (O) and corresponding learning outcomes (LO) that progressively develop trainees' competencies from understanding concepts to applying strategies in real-world educational contexts (see Tab. 1).

Each module is subdivided into three progressive grades: Initial Sustainable Communication (Grade A), Continuous Sustainable Communication (Grade B), and Professional Sustainable Communication (Grade C). The grades reflect increasing levels of complexity and depth. The training programme offers 20 ECTS credits in total. Learning objectives across all modules follow Bloom's Taxonomy, fostering cognitive development from basic knowledge to higher-order critical thinking and reflection.

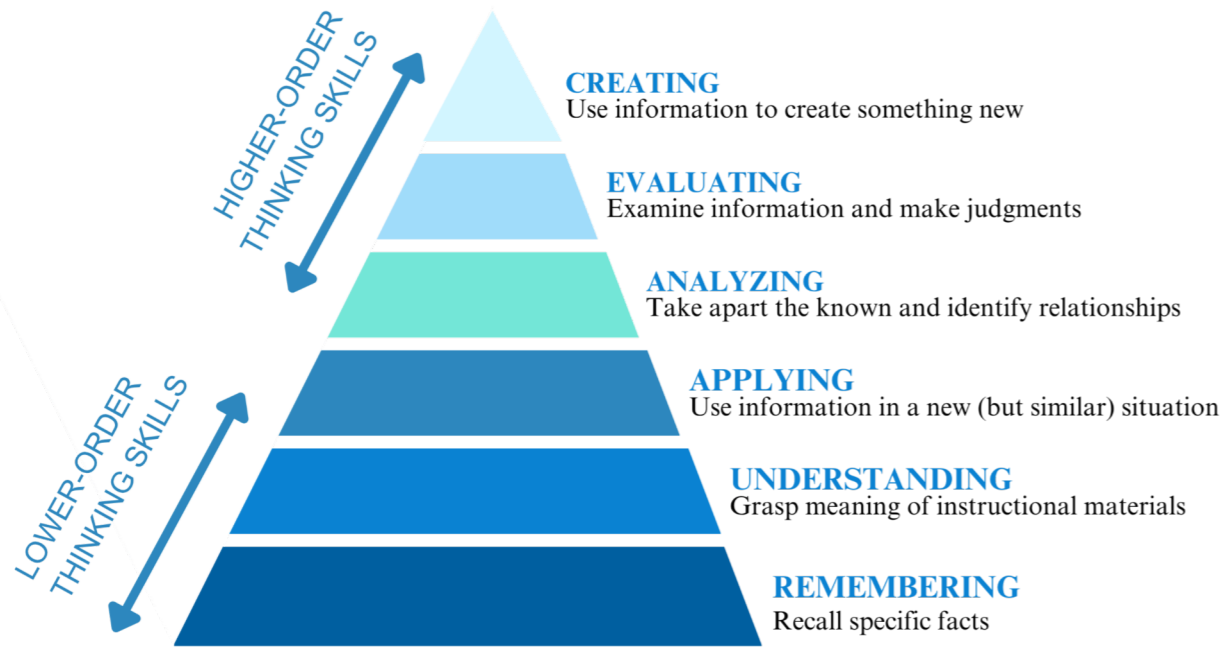


Figure 7. Taxonomy of Bloom

The three progressive grades are operationalized through diverse learning paths: physical, blended, and virtual, ensuring flexibility and adaptability across different national contexts.

Each module is structured by three learning objectives, progressively increasing in complexity across three grades (A, B, C).

The constructs are cross-cutting themes embedded throughout the curriculum, operationalized through tasks, assessments, and digital competencies (aligned with the DigComp and RFCDC frameworks).

The interconnectedness of the constructs ensures that, for example, improving empathy (non-violent communication) also enhances reflective practices and intercultural competence.

The integration of the five constructs into the modular structure of the TASC joint training programme ensures a holistic approach to equipping teachers with the competences necessary for sustainable communication. Each module builds on these constructs to achieve learning outcomes that address the real challenges identified in the needs analysis — such as diversity, conflict, socio-emotional development, and digital engagement — ultimately preparing educators to foster inclusive and respectful educational environments across Europe.



Figure 8. Visual Diagram Tasc

Innovative Contributions of the TASC Project

TASC builds on previous EU projects (INCLUDE-ED, HAND in HAND, SAFER, BREAK!, Learning to Be, EMPAQT, ETSIZE, GO PRINCE) by positioning communication at the heart of educational effectiveness, focusing on teacher ethos— the professional commitment to fostering appreciative, respectful relationships, and promoting lifelong learning cooperation and a shared European identity and values.



Module	Learning Objectives (O)	Learning Outcomes (LO)
Module 1: Human rights and values		Through active engagement and completion of training activities, trainees will be able...
	O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.	<p>LO1.1A: To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> <p>LO 1.1C: To identify opportunities for incorporating human rights into educational contexts, effectively advocating for inclusive policies and practices, and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.</p>
	O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.	<p>LO1.2A To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues.</p> <p>LO 1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.</p> <p>LO1.2C To analyse the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting</p>
	O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).	<p>LO1.3A: To describe the collaborative problem-solving approach in solving human rights issues in educational contexts.</p> <p>LO1.3B. To analyses and apply efficient cooperation and problem-solving strategies to address contemporary human rights issues in educational contexts.</p> <p>LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values.</p>

Through active engagement and completion of training activities, trainees will be able...	
Module 2: EU values and identity	<p>O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.</p> <p>LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system.</p> <p>LO2.1B. To perform human rights-sensitive strategies in solving specific situations in culturally diverse classrooms.</p> <p>LO2.1C. To investigate the effect of implementation of human rights in educational processes by comparing different situations.</p>
	<p>O.2.2. To communicate and cooperate respectfully with people having different cultural and social background (A28, A29, A39, S94).</p> <p>LO2.2A To help teachers reflect, better understand and accept other people as equal human beings.</p> <p>LO2.2B. To treat everybody as equally valuable in professional communication and relationships.</p> <p>LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights.</p>
	<p>O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.</p> <p>LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.).</p> <p>LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.</p> <p>LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process.</p>



Module 3: Non-discrimination and equity

Through active engagement and completion of training activities, trainees will be able...	
O3.1. Understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness)	<p>LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational contexts.</p> <p>LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.</p> <p>LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences.</p>
O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.	<p>LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings.</p> <p>LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.</p> <p>LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings.</p>
O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.	<p>LO3.3A. To understand and explain the achievement of the consensus in a diverse group by identifying, understanding, and negotiating the different perspectives</p> <p>LO3.3B. To implement self-reflecting and negotiating techniques to build consensus in educational contexts.</p> <p>LO3.3C. To design a collaboration plan for creating a diverse educational context.</p>

Module 4: Understanding ourselves and others

Through active engagement and completion of training activities, trainees will be able...	
O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.	<p>LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours.</p> <p>LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes.</p> <p>LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations.</p>
O4.2. To improve communication and interactions with others through a deepened understanding of their mindsets, emotions and needs.	<p>LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations.</p> <p>LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.</p> <p>LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.</p>
O4.3. To improve communication and interconnections using efficient interpersonal communication skills.	<p>LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.</p> <p>LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.</p> <p>LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts.</p>



Module 5: Dialogue

Through active engagement and completion of training activities, trainees will be able...

<p>O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.</p>	<p>LO1.1A: To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> <p>LO 1.1C: To identify opportunities for incorporating human rights into educational contexts, effectively advocating for inclusive policies and practices, and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.</p>
<p>O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.</p>	<p>LO1.2A To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues.</p> <p>LO 1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.</p> <p>LO1.2C To analyse the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting</p>
<p>O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).</p>	<p>LO1.3A: To describe the collaborative prolem-solving approach in solving human rights issues in educational contexts.</p> <p>LO1.3B. To analyses and apply efficient cooperation and problem-solving strategies to address contemporary human rights issues in educational contexts.</p> <p>LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values.</p>

Tabel 1: Modules' Learning Objectives (O) and Learning Outcomes (LO)

Aim of the Teacher Toolkit

The Teacher Toolkit is a collection of exercises, techniques, strategies, and processes designed to enhance a teacher's ability to respond effectively to various challenges. These tools focus on personal growth, professional development, and fostering constructive interactions. By practicing and mastering these tools, educators can develop adaptive skills and behaviors that enhance their teaching and align with their unique goals and values, validating their individuality and respect for their profession.

These tools are developed and structured to support reflexive and experiential learning. Experiential and reflective learning are active learning approaches emphasizing personal experience and critical thinking.

This Teacher Toolkit serves as a practical and accessible resource for educators at various stages of their professional development. Grounded in the principles of sustainable communication developed within the TASC project, it aims to:

Provide concrete tools and strategies for fostering non-violent, intercultural, and restorative dialogue in educational settings.

Support teachers in developing their own sustainable communication skills.

Offer practical guidance for promoting inclusion, managing conflict constructively, and nurturing democratic values within the classroom and the wider school community.

Facilitate reflexive and experiential learning processes for continuous professional growth.

The Teacher Toolkit draws upon key theoretical frameworks in communication, education, and social change, including sustainable communication, non-violent communication (NVC), intercultural communication, restorative practices, social constructivism, and transformative learning.



Reflexive Learning

Reflexive learning is not just a process; it's a transformative journey. It inspires individuals to examine their beliefs, assumptions, and learning experiences critically. It deepens their understanding and enhances personal and professional growth. Unlike passive learning, reflexive learning requires continuous self-awareness, self-questioning, and adaptation based on new insights. It is closely linked to metacognition, or thinking about one's thinking, and is often used in education, leadership, and professional development.

Reflexive learning also supports and promotes further beneficial personal developments:

- It promotes deep understanding, encouraging individuals to go beyond memorization and engage in critical analysis, fostering a more profound grasp of concepts (Mezirow, 1991).
- Enhances self-awareness and personal and professional growth by continuously reflecting on one's learning processes and assumptions (Schön, 1983).
- Improves decision-making and problem-solving competencies, focusing on assessing past experiences and consequent adjustments of their future actions (Moon, 1999).
- Encourages adaptability and open-mindedness, keeping us open to new perspectives and adaptable to change.
- Thus, it builds our resilience, which is vital in this complex and ever-changing world (Bolton, 2014).
- It bridges the gap between theory and practice, offering opportunities to effectively apply theory to practice in real-world situations (Dewey, 1933).

Reflexive learning is a transformative approach that enhances knowledge and cultivates self-awareness, adaptability, and critical thinking. In an age of rapid information and complex global challenges, the ability to reflect on one's learning and adapt accordingly is more crucial than ever.

This toolkit encourages reflexive learning, prompting teachers to critically examine their own communication practices, beliefs, and biases. Through reflection on their experiences and the application of the tools provided, educators can gain deeper self-awareness and continuously refine their professional skills.



Experiential Learning

Experiential learning is an approach in which individuals acquire knowledge and skills through direct experiences rather than passive instruction. It emphasizes active engagement, reflection, and real-world application, making learning more meaningful and effective (Kolb, 1984).

Experiential learning is based on the idea that people learn best by doing. According to David Kolb's Experiential Learning Theory (ELT), learning occurs in a cycle of four stages:

- Concrete Experience – Actively engaging in a hands-on activity or real-world situation.
- Reflective Observation – Thinking about and analysing the experience.
- Abstract Conceptualization – Drawing conclusions and learning principles from the experience.
- Active Experimentation – Applying what was learned to new situations to test and refine understanding.

This cycle ensures learners gain knowledge and develop critical thinking, problem-solving, and adaptability skills.

Experiential learning is widely used in education, business, healthcare, and personal development. How we use the learning cycle depends on our personality, education, profession, and culture. There are nine experiential learning styles: experiencing, imagining, reflecting, analysing, thinking, deciding, acting, initiating, and balancing. Even though we prefer one style, our learning flexibility allows us to use different experiential learning styles depending on the situational characteristics, granting us flexibility (Peterson, K.; Kolb, D. A., 2017).

Experiential Learning brings the following advantages:

- It increases engagement and retention, being more interactive and immersive than traditional learning methods, leading to higher motivation and better knowledge retention (Dewey, 1938).
- It bridges theory and practice and makes learning more practical and applicable by encouraging learners to apply theoretical concepts instead of simply absorbing them (Kolb, 1984).



- It develops critical thinking and problem-solving skills by having learners face real-world challenges, which improves their ability to analyse situations, make decisions, and adapt to changing circumstances (Moon, 2004).
- It encourages personal growth and self-awareness by promoting self-reflection, thus helping individuals recognize their strengths, weaknesses, and learning preferences (Schon, 1983).
- It prepares for the future of work by creating individuals with hands-on experience, adaptability, and practical problem-solving abilities—qualities that employers seek in today's fast-changing world (Boud, Cohen, & Walker, 1993).

Experiential learning is a powerful educational approach that enhances engagement, critical thinking, and real-world readiness. Knowledge alone is insufficient in our era, and hands-on experience and adaptability are crucial for success. Integrating experiential learning into education and professional development can create more effective, capable, and lifelong learners.

The toolkit is designed to support experiential learning by providing opportunities for teachers to actively engage with the concepts and tools in real-life or simulated educational contexts. This hands-on approach facilitates the practical application of sustainable communication principles and the development of performative competence.

How to use Teacher Toolkit

The Teacher Toolkit is a collection of instruments for teachers, representing a supportive set of tools, resources, and activities for learning, practicing, and applying relevant competences for sustainable communication in their professional practices.

The Teacher Toolkit's tools complement and "mirror" the Teacher Trainer Manual (in terms of the modules' key concepts and learning objectives and outcomes).

The tools promote and support the practice and improvement of the competences relevant to sustainable communication through self-reflection, introspection, and systematic practice, progressively along the grades from A to C (Tab. 2).

The process of continuous professionalization along Grades A, B, and C in the attached document is structured progressively. This structure reflects a deepening of understanding, skill, and application in the context of human rights, EU values, non-discrimination, personal awareness, and dialogue in educational settings. This progression is



designed to make educators feel accomplished and motivated in their professional development journey.

This Teacher Toolkit is structured to support educators across different levels of professional development, as outlined in Grades A, B, and C. Each section provides an introduction to the specific focus of that grade and offers corresponding tools designed to build relevant knowledge, skills, and competencies.

Navigating the Toolkit

The Teacher Toolkit is structured to facilitate a progressive development of sustainable communication skills. It is primarily organized by grade levels (A, B, and C), aligning with the TASC project's joint training program. Each grade level corresponds to increasing complexity and depth in the learning objectives and outcomes, as follows:

- **Grade A, the foundational knowledge**, focuses on developing a descriptive understanding and conceptual knowledge of key concepts.
- **Grade B, the practical application**, emphasizes the application of knowledge and competences in educational contexts.
- **Grade C, the strategic and transformative engagement**, encourages strategic thinking, innovation, and leadership in promoting sustainable communication.

Within each grade, tools are organized by the five modules of the TASC training program: 1) Human rights and values, 2) EU values and identity, 3) Non-discrimination and equity, 4) Understanding ourselves and others, and 5) Dialogue.

This structure allows users to target specific skill areas within a developmental framework.

Engaging with the Tools

The Teacher Toolkit provides a variety of tools designed to promote active engagement and skill development. These tools include:"

- Self-applied techniques, methods to enhance self-awareness, regulate emotions, and develop a growth mindset;
- Self-directed strategies: step-by-step frameworks for achieving personal and professional objectives;



- Step-by-step processes: clear, actionable guidelines for addressing specific challenges.

Teachers can interact with the tools through various activities, such as self-reflection exercises, role-playing scenarios, group discussions, and practical application in classroom settings." The toolkit encourages introspection, systematic practice, and experiential learning to foster competence in sustainable communication.

Adapting to Context

Recognizing the diversity of educational environments, the Teacher Toolkit emphasizes the importance of adapting the tools to specific contexts.

Teachers are encouraged to modify and personalize the activities to align with their students' needs, cultural backgrounds, and the unique challenges of their school setting.

This adaptation ensures the tools' relevance and effectiveness in addressing real-world situations, such as classroom management, interactions with parents, and conflict resolution.

Suitable for Individual and Group Learning

The Teacher Toolkit is designed to support both individual and group learning experiences. Individual reflection is promoted through tools that encourage self-assessment and introspection, fostering personal growth and self-awareness.

Collaborative professional development is facilitated by tools that can be used in group settings, promoting shared learning, peer feedback, and the development of a supportive learning community.

This dual approach maximizes the toolkit's impact on both personal and collective professional growth.



Module	GRADE A / Learning outcome	Number and name of the tool
1	LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analyses regarding the evolution of access, equity, and quality in education within the context of the human rights movement.	01. Awareness Raising
	LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions.	02. Digital harassment & cyber bullying
	LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts.	03. Collaborative problem-solving
2	LO2.1A: To understand and explain the relationships between culture, identity, and power structures in the context of human rights legitimation and its impact on the educational system.	04. What do I know about European values and identity?
	LO2.2A. LO2.2A To help teachers reflect, better understand and accept other people as equal human beings.	05. (In)equality in schools
	LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.).	06. Factors of cultural diversity
3	LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma in educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational contexts	07. Mechanisms and sources of discrimination, prejudice, and stigma
	LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings.	08. The non-discrimination path and social biases
	LO3.3A. To understand and explain the achievement of the consensus in a diverse group by identifying, understanding, and negotiating the different perspectives.	09. Consensus~ Let's find the best solution!
4	LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours.	10. Emotion mapping and self-portrait
	LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations.	11. Empathy Lens
	LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.	12. Choose the clearer one!
5	LO5.1A. To perform empathy and active listening skills to improve the mutual understanding	13. How do I listen?
	LO5.2A. To maintain connection while hearing difficult messages/ contents without (self)blame or (self)criticism.	14. Me and my boxfish - explanation
	LO5.3A. To apply empathic listening and honest speaking skills to improve the understanding of different opinions.	15. My proactive circle: step by step - explanation



Module	Grade B / Learning outcome	Number and name of the tool
1	LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.	16. Wish Tree of Motivation:
	LO1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.	17. Empathy Mapping
	LO1.3B. To analyses and apply efficient cooperation and problem-solving strategies to address contemporary human rights issues in educational contexts.	18. The Walt Disney Method
2	LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms.	19. Democratic teacher in a class
	LO2.2B. To treat everybody as equally valuable in professional communication and relationships.	20. Inclusivity challenges and opportunities
	LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.	21. Universal design in learning (UDL) or traditional education?
3	LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.	22. The impact of discrimination, prejudice, and stigma on educational processes or contexts
	LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.	23. Reflection on, and support for gender diversity
	LO3.3B. To implement self-reflecting and negotiating techniques to build consensus in educational contexts.	24. Consensus~ Let's listen!
4	LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes. (K111).	25. Reframing perspectives through empathy
	LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.	26. Exploring cultural mindsets
	LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.	27. Grounded empathy mapping
5	LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.	28. Keep a dialogue going on
	LO5.2B. To apply dialogue skills despite friction or conflict in order to contribute to connection and clarity.	29. The six thinking hats for setting boundaries
	LO5.3B. To promote valuing and considering everybody's needs in decision-making, to preserve cooperation and the living/working together desiderate.	30. Consent-based decision-making model (CDMM)



Module	GRADE C / Learning outcome	Number and name of the tool
1	LO1.1C: To identify opportunities for incorporating human rights into educational contexts, effectively advocating for inclusive policies and practices, and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.	31. The RESET Protocol
	LO1.2C To analyse the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and propose strategies to address them effectively, contributing to the advancement of ethical and rights-respecting.	32. The five lenses of inclusion
	LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values.	33. Digital dialogue map
2	LO2.1C. To investigate the effect of implementation of human rights in educational processes by comparing different situations.	34. Identity conflicts in the classroom
	LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights.	35. Ensuring inclusive teaching using Brookfield's four lenses
	LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process.	36. Inclusivity check-list
3	LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences.	37. Differences between equality and equity in educational contexts
	LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings.	38. Steps of critical thinking and criteria of reliable sources
	LO3.3C. To design a collaboration plan for creating a diverse educational context.	39. Nominal group technique
4	LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations.	40. What if i change my mind?
	LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.	41. Relate & Reflect: How do I show up in my relationships?
	LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts.	42. Relational posture map
5	LO5.1C. To genuinely aim to connect with others using naturally balanced self-connection, self-expression, and empathy skills.	43. Cooperation compass
	LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution.	44. The art of questioning: sustainable communication through targeted questions
	LO5.3C. To apply non-violent and intercultural communication skills to enhance intercultural cooperation.	45. A 3-step approach for offering feedback

Table 2: Summary of the tools, by grades and corresponding learning outcome



The tools further support and improve teachers' competencies to act efficiently in specific situations (e.g., daily classroom organization, interactions with colleagues, students, or parents, conflictual situations, discrimination actions, and communication problems).

These tools assist teachers in improving their reactions to the most frequent dysfunctional or conflictual situations that manifest in school, addressing and solving disruptive behaviors, defiant and oppositional behaviors, and aggressive interactions, improving empathy, reducing non-discriminatory and prejudicial thinking, and improving communication abilities, or effectively approaching manifestations generated by stress and burnout.

The core components of the Teacher Toolkit consist in:

- Self-Applied Techniques (Methods to enhance self-awareness, regulate emotions, and develop a growth mindset).
- Self-Directed Strategies (Step-by-step frameworks for achieving personal and professional objectives).
- Step-by-step processes (clear, actionable guidelines for addressing specific challenges).

These tools do not apply to problems with high severity levels, cases in which professional support and measures, such as peer mentoring, group support, counseling, and psychotherapy, are recommended and must accompany these tools.



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Introduction to Grade A

Grade A develops the foundational knowledge of the training's key concepts.

At this level, the emphasis is on descriptive understanding and conceptual knowledge. Teachers are expected to understand and explain key concepts, describe relationships and impacts (e.g., between human rights and education, or culture and identity), and identify and analyse issues based on existing frameworks and theories.

This stage is about building cognitive awareness and literacy, essential for any meaningful professional practice.

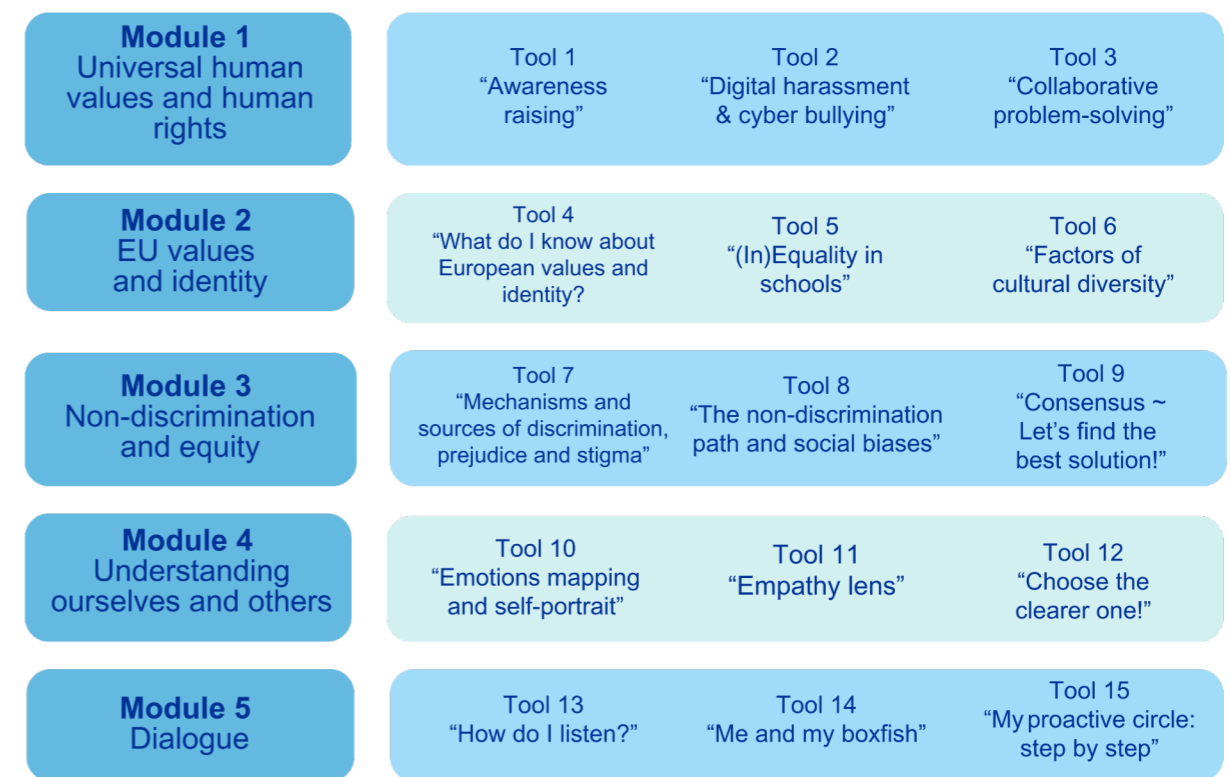


Figure 9. Teacher Toolkit, Grade A: overview of tools 1-15



Tool 01. Awareness raising

Aim of the tool

LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analysis regarding the evolution of access, equity, and quality in education within the context of the human rights movement

The tool will be used to educate and inform individuals about the importance of human rights, helping them to understand their significance and how they impact everyone's lives. The poster will encourage reflection on personal actions and the societies in which people live, prompting consideration of how human rights are either upheld or violated in their surroundings. It will serve as a starting point for meaningful discussions on issues such as equality, justice, and freedom in various contexts, including schools, workplaces, and community spaces. By presenting complex human rights concepts in a visually engaging and simplified format, the poster will make these ideas more accessible and relatable to a wider audience. Ultimately, the aim is to inspire individuals to take action, promote fairness, and advocate for the protection of human rights, helping to foster an environment of respect, dignity, and equality for all.

Description of how to use the tool

1. Print the poster (Appendix 1) and display it in a visible location such as the school hall, corridor, classroom, or on your desktop screen.
2. Use the poster as a tool to learn about human rights.
3. Choose one human right from the poster and reflect on the following questions:
 - Can you link it to a practical example from your classroom?
 - Which right do you feel requires more specific attention from you?

Self-reflection

How do I apply the Human Rights in my school/classroom?

Materials/resources needed

Poster with human rights, printed and displayed, or on your desktop.

Links: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>



Appendix Tool 1: Poster of human rights

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives from different cultural backgrounds during the sessions of the United Nations Conference on Human Rights, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected. *

Preamble
 All people everywhere have the same human rights which no one can take away. This is the basis of freedom, justice and peace in the world.
 This Declaration affirms the dignity and worth of all people, and the equal rights of women and men. The rights described here are the common standard for all people everywhere. Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognized and observed everywhere, for all people.

Basis and Extent of Human Rights
ARTICLE 1: Everyone is born free and equal in dignity and with rights.
ARTICLE 2: You should never be discriminated against for any reason.

Civil & Political Rights
ARTICLE 3: Everyone has the rights to life, liberty and security.
ARTICLE 4: No-one shall be held in slavery or servitude.
ARTICLE 5: No-one shall be subjected to torture or to cruel or degrading treatment.
ARTICLE 6: You have the right to be treated as a person in the eyes of the law.
ARTICLE 7: You have the right to equality before the law.
ARTICLE 8: You have the right to remedy by competent tribunal.
ARTICLE 9: No-one shall be subject to arbitrary arrest, detention or exile.
ARTICLE 10: You have the right to a fair public hearing.
ARTICLE 11: You have the right to be considered innocent until proven guilty.
ARTICLE 12: No-one has the right to interfere with your privacy, family, or home.
ARTICLE 13: You have the right to freedom of movement in and out of the country.
ARTICLE 14: You have the right to seek asylum in other countries from persecution.
ARTICLE 15: You have the right to a nationality.
ARTICLE 16: You have the right to marriage and to raise a family.
ARTICLE 17: You have the right to own property.
ARTICLE 18: You have the right to freedom of belief and religion.
ARTICLE 19: You have the right to freedom of opinion and expression.
ARTICLE 20: You have the right to peaceful assembly and association.
ARTICLE 21: You have the right to take part in the government of your country.

Economic, Social, & Cultural Rights
ARTICLE 22: You have the right to social security.
ARTICLE 23: You have the right to desirable work and to join trade unions.
ARTICLE 24: You have the right to rest and leisure.
ARTICLE 25: You have the right to an adequate standard of living.
ARTICLE 26: You have the right to education.
ARTICLE 27: You have the right to Participate in the Cultural Life of Community.

Conditions Necessary For the Exercise of the Rights
ARTICLE 28: You have the right to a Social Order that Articulates this Document.
ARTICLE 29: We all have a responsibility to the people around us and should protect their rights and freedoms.
ARTICLE 30: You have the right to freedom from State or personal interference in these rights.

HUMAN RIGHTS EDUCATION is a lifelong process of teaching and learning that helps individuals develop the knowledge, skills, and values to fully exercise and protect the human rights of themselves and others; to fulfill their responsibilities in the context of internationally agreed upon human rights principles; and to achieve justice and peace in the world. **HRE USA** strives to promote human dignity, justice, and peace by cultivating an expansive, vibrant base of support for Human Rights Education (HRE) in the United States.

HRE USA
 Human Rights Educators USA
 A national network dedicated to building a culture of human rights.
hreusa.org

Links: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>



Tool 02. Digital harassment & cyber bullying

The aim of the tool

LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions.

This exercise aims to raise awareness and encourage proactive behaviour in relation to cyberbullying and digital harassment. It is designed to equip teachers with the skills to recognise, reflect on, and respond to incidents of online harassment. By understanding the signs, teachers will be better able to identify when such behaviours occur, whether directed at themselves or others.

Description of how to use the tool

1. Display the poster – this may be a physical version or a digital one, showing the "Danger/Signs" and "Tips and Tricks" columns for easy reference. Ensure the examples of cyberbullying included are clear and relatable.
2. Use the "Danger/Signs" column to explore specific examples of cyberbullying behaviours. This will help teachers better recognise what constitutes online harassment.
3. Review the additional resources – such as websites, articles, and videos – to support a deeper understanding of the topic. Make sure these materials are accessible and up to date.
4. Engage with the poster content – reflect on the examples provided, add new ones where appropriate, and suggest possible responses or strategies based on your own experience or situations you've observed.

Cyberbullying and digital harassment can look like this (signs)	My way of acting (tips and tricks)
Online gossip and rumours	
Leaving people out of social network groups	
Creating sites that mock or humiliate others	
Sharing someone's personal information online without consent (pictures/photos, voice notes, written messages...)	
Sharing someone's information to cause embarrassment	
Inappropriate image tagging (for example, adding abusive comments, messages and hashtags to a photo or video)	
Creating fake accounts in someone's name. This might be done to trick someone or make them feel humiliated	
Other	

Materials/resources needed

- A printed or digital version of Tool 1's poster, displayed in a convenient and visible location.
- An internet connection to access the recommended links and supplementary resources.

Self-reflection

These questions are designed to prompt teachers to think critically about their role in recognising and preventing digital harassment.

- How do I recognise the signs of digital harassment and cyberbullying in my classroom or in my personal life?
- How can I respond if I witness an act of digital harassment or cyberbullying?
- How can I identify early warning signs that may indicate a potential situation involving digital harassment—whether it affects me or others?

Already existing tools:

<https://teachprivacy.com/>

<https://intef.es/>

<https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/bullying-and-cyberbullying/cyberbullying-support/cyberbullying-recognising-signs>



Tool 03. Collaborative problem-solving

Aim of the tool

LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts.

The ODIS model, when applied to problem-solving, provides a structured and effective framework for analysing and addressing a range of situations or challenges. The model is based on four key stages: Observation, Description, Interpretation, and Strategy.

Description of how to use the tool

You can use this step-by-step plan to consider different perspectives in a conflict without immediately making a value-based judgement.

1. 1. Observation This stage involves carefully and objectively identifying the situation or problem without making assumptions. It ensures a clear understanding of the context, and the elements involved.

2. 2. Description Here, the goal is to accurately detail what has been observed so that the problem is clearly defined and understood by all parties. Through this process, the facts and data are clarified.

3. 3. Interpretation In this stage, the causes and consequences of the problem are analysed, taking into account different perspectives and possible explanations. A deeper evaluation is essential to understand the motivations and implications of the situation.

4. 4. Suspend Judgement This final stage involves postponing any value-based judgement until all interpretations and assumptions have been considered and verified.

Materials/resources needed

A printed or digital version of the ODIS model (see Figure 1).

Self-reflection:

- What have I learned about my approach to problem-solving, and what could I improve in the future?

- How can I apply the ODIS model in my daily life to solve problems in a more organised and effective way?

Appendix tool 3: The ODIS Model

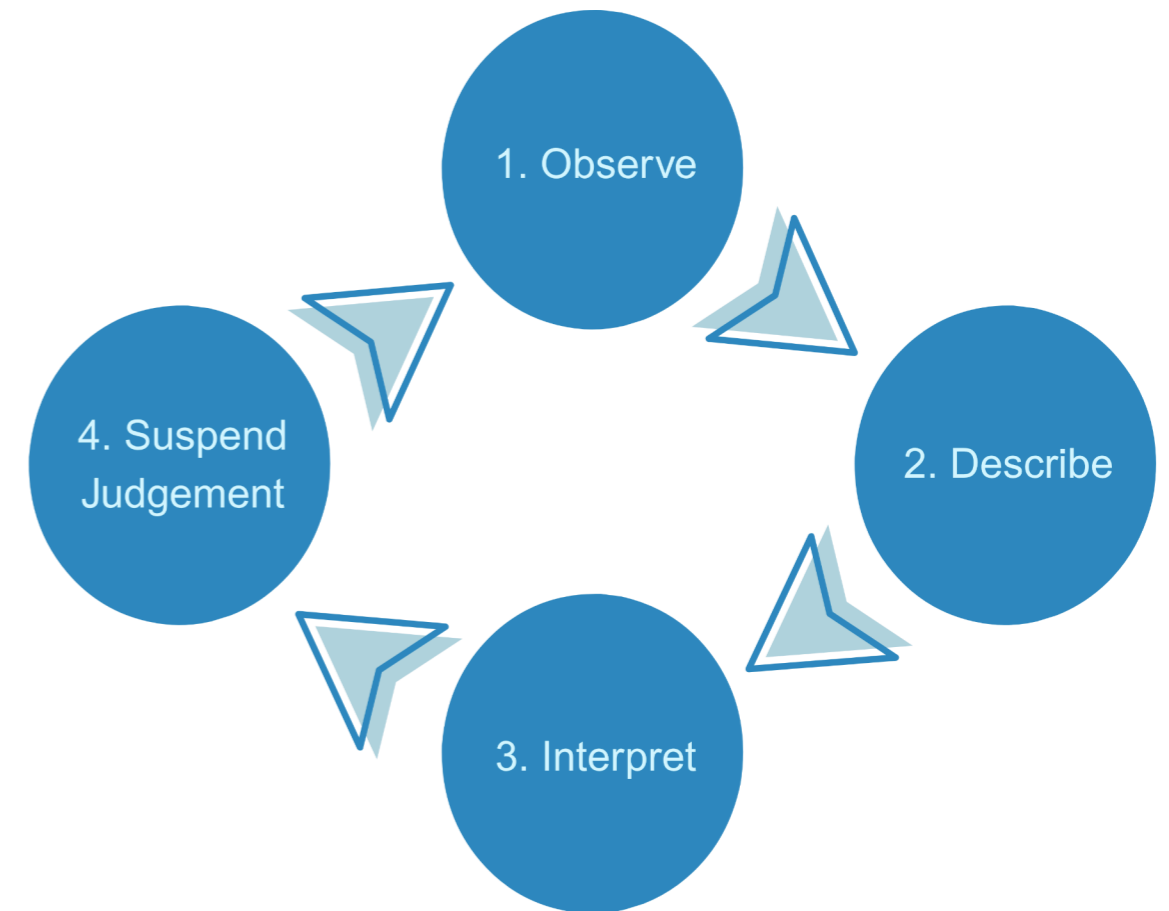


Figure 3.1 - Ting-Toomey's (1999) O-D-I-S model



Tool 04. What do I know about European values and identity?

Aim of the tool

LO2.1A: To understand and explain the relationships between culture, identity, and power structures in the context of human rights legitimization and its impact on the educational system.

Description of how to use the tool

Before delving into the topic of European values and identity, it is worth checking the teacher's understanding of the subject. Knowledge is usually constructed based on existing knowledge. This tool will allow the teacher to quickly and easily check what understanding of European values and identity he/she brings to the classroom and to assess the topics that might be worth exploring further.

The primary scope of this tool is to facilitate a process of self-reflection for you.

In an online platform (a paper version can also be used), you will access a list of 5 statements that can be evaluated as true or false. Your task is to choose the answer that best reflects your opinion and understanding.

After selecting an answer, you can check whether you chose the most appropriate response and read an explanation of why some answers are considered more suitable than others.

The tool can be hosted in an online environment (for example, Google Forms), or a paper version can be used. For example, each statement may be written on a card. On one side of the card, there is the question with two answer options, and on the other side, there is the answer provided with an explanation.

Materials/resources needed

Online example: <https://forms.gle/68QSx4wxF8g3GAdLA>

If the online version of the tool is used:

- Computer or smart phone
- Internet

If paper version of the tool is used:

- Pre-prepared and printed list with 5 “true or false” statements
- Pre-prepared and printed list with and explanation of each statement

Self-reflection

- To what extent does my understanding of European values and identity influence my daily work at school? If it does, how?
- How do I rate my knowledge on this topic? Do I feel confident in what I know?
- What feelings does the exercise (or exercises) on this topic evoke in me? Pleasant (curiosity, interest, joy...)? Unpleasant (resistance, boredom, anger...)? Why do I feel this way?
- What could be done – or what could I do - to make this topic more interesting and motivating for me to explore further?



The Five Statements

1 *Identity in Europe is influenced only by ethnicity and nationality (True or False?)*

False. Identity in Europe is a complex concept shaped by a range of factors, including ethnicity, nationality, religion, language, gender, social class and more. European societies are diverse, and identity is influenced by a spectrum of cultural, political, and historical factors, which in turn affect how individuals relate to European values.

2 *Ensuring human rights is a basis for inclusivity in European schools (True or False?)*

True. A human rights-based approach emphasises equality and non-discrimination, which forms the foundation for inclusivity in schools. This means that education systems across Europe, grounded in the protection of human rights, must be designed to include people of different backgrounds, genders, abilities, and socio-economic statuses.

3 *Power structures in European societies have no impact on education (True or False?)*

False. Power structures, including political, economic, and social hierarchies, can deeply influence some students' or groups of students' access to quality education. For example, students from marginalised groups such as national, sexual or religious minorities often face barriers such as discrimination or lack of resources, which reflect broader power dynamics in society. It is common for power structures to be driven by prevailing implicit biases within society.

4 *The European Union strongly supports the integration of human rights in education across member states (True or False?)*

True. The European Union promotes educational content and practices grounded in human rights as part of its core values. It encourages member states to embed human rights principles and topics into their curricula, helping students understand their own rights and the importance of respecting the rights of others in diverse and democratic societies.

5 *Identity aspects, such as class and gender, don't affect a student's experience in the educational system (True or False?)*

False. Identity aspects such as class, gender, and ethnicity can significantly affect a student's experience in the education system. Power structures within society often result in unequal treatment and opportunities for students based on their social identity, reinforcing existing inequalities.



Tool 05. (In)Equality in schools

Aim of the tool

LO2.2A To help teachers reflect, better understand and accept other people as equal human beings.

Description of how to use the tool

The tool is designed to help you reflect more deeply on how you perceive certain identity-related conflict situations in school. The exercise can support you in examining your existing biases and opinions about how best to respond in situations where members of the school community may feel that sensitive aspects of their identity are being undermined.

The tool can be hosted on an online platform such as Google Forms, and you can analyse the situations independently.

You will be invited to explore five scenarios that could occur in a school setting and asked to choose the most appropriate response in each case from three possible options. Once you have considered and answered all the scenarios, you will access a list of suggested responses, along with explanations of why one option may be more or less appropriate than the others.

Materials/resources needed

Example of the exercise: <https://forms.gle/hn5aGpRSmoxYavug9>

If the online version of the tool is used:

- Computer or smart phone
- Internet

If paper version of the tool is used:

- Pre-prepared and printed five situations (see Appendix);
- Pre-prepared and printed list with appropriate responses, and explanations of each situation.

Self-reflection

- Which of the scenarios made you feel most uncomfortable, and why do you think that was?
- How did your own values influence the decisions you made in each case?
- Were there any scenarios where you found it difficult to choose the most appropriate action? What made the decision challenging?
- Did any of the explanations for the recommended responses challenge your assumptions or previous ways of thinking?
- What insights have you gained about your role as a teacher in promoting European values such as equality, respect for diversity, and inclusion in the classroom?
- What emotions did you experience when reflecting on situations involving discrimination or unfair treatment of students? How might these emotions influence your teaching?
- What is one specific action or change you plan to make in your classroom to better support the values of respect, equality, and inclusion going forward?
- How does this exercise help promote a better understanding of equality? Could similar exercises be applied with students in everyday school settings? If so, how might they be integrated?



Appendix tool 5: The FOUR SITUATIONS

Situation 1. A student shouts a racial slur at another student in the schoolyard. The teacher is not close by but is still within range to intervene.

Option A: Ignore the situation and walk away.

Option B: Approach the student who shouted immediately and intervene to stop the behaviour.

Option C: Wait until later to speak with both students in a neutral setting.

Situation 1 explanations

Option A: Ignore the situation and walk away.

Explanation: Ignoring the situation signals tolerance of hateful behaviour and undermines efforts to create an inclusive school environment.

Option B: Approach the student who shouted immediately and intervene to stop the behaviour.

Explanation: Correct. It's essential to address hate speech in real-time to prevent harm, promote respect, and reinforce that such behaviour is unacceptable.

Option C: Wait until later to speak with both students in a neutral setting.

Explanation: While a private conversation can be valuable, delaying action allows the offensive behaviour to go unchallenged in the moment, sending a wrong message.

Situation 2: A student refuses to participate in a group project due to religious differences.

Option A: Respect the student's choice and assign individual work.

Option B: Insist that the student joins the group project, regardless of their discomfort.

Option C: Facilitate a discussion between the student and the group, focusing on respect for diversity and finding common ground.

Situation 2 explanations:

Option A: Respect the student's choice and assign individual work.



Explanation: Allowing the student to work alone avoids conflict but misses an opportunity to promote inclusivity and understanding.

Option B: Insist that the student joins the group project, regardless of their discomfort.

Explanation: Forcing participation without addressing the underlying issue may foster resentment and reinforce division rather than mutual respect.

Option C: Facilitate a discussion between the student and the group, focusing on respect for diversity and finding common ground.

Explanation: Correct. Encouraging dialogue helps students understand and respect each other's differences while working collaboratively, aligning with European values of tolerance and inclusion.

Situation 3: During a maths lesson, a teacher overhears a group of boys jokingly saying, "Maths is for boys," after a girl made an accidental mistake solving a problem in front of the class.

Option A: Ignore the situation as it is harmless teasing.

Option B: Intervene and explain that such comments perpetuate harmful stereotypes and go against the school's values.

Option C: Wait and address the issue of gender stereotypes during a future lesson.

Situation 3 explanations:

Option A: Ignore the situation as it is harmless teasing.

Explanation: Ignoring the behaviour reinforces harmful gender stereotypes and may discourage girls from pursuing subjects traditionally dominated by boys, such as maths or science.

Option B: Intervene and explain that such comments perpetuate harmful stereotypes and go against the school's values.

Explanation: Correct. Intervening helps dismantle stereotypes and promotes gender equality, encouraging all students to pursue their interests freely.

Option C: Wait and address the issue of gender stereotypes during a future lesson.



Explanation: While addressing the topic in class is valuable, immediate intervention is crucial to stop harmful behaviour as it occurs.

Situation 4: A teacher overhears students making fun of a classmate's clothing, saying it looks “cheap.”

Option A: Let it go, assuming it is just normal peer interaction.

Option B: Immediately address the students and explain the harm caused by judging others based on material possessions.

Option C: Wait until a later date to discuss economic inequality and appearances in a general class discussion.

Situation 4 explanations:

Option A: Let it go, assuming it is just normal peer interaction.

Explanation: Ignoring such remarks can perpetuate social hierarchies and bullying based on economic differences, which goes against the values of equality.

Option B: Immediately address the students and explain the harm caused by judging others based on material possessions.

Explanation: Correct. Educating students about empathy and respect for different socio-economic backgrounds in the moment is essential to fostering equality.

Option C: Wait until a later date to discuss economic inequality and appearances in a general class discussion.

Explanation: Delaying the response allows harmful behaviour to continue unchallenged.



Tool 06. Factors of cultural diversity

Aim of the tool

LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.).

Description of how to use the tool

This tool will help you better assess your understanding of cultural diversity and your knowledge of the factors that define culture.

The tool can be hosted on an online platform such as Google Forms. The exercise involves identifying and selecting from a given list the factors or aspects that may define cultural diversity.

The list comprises twelve factors, from which eight correctly defining aspects of cultural diversity should be selected.

Materials/resources needed

Link for testing: <https://forms.gle/MoKYdP5ygCCNbQUF7>

If the online version of the tool is used:

- Computer or smart phone;
- Internet

Self-reflection

- Is it easy to determine what constitutes cultural diversity? Why (or why not)?
- Is cultural diversity a topic you often think about or reflect on, particularly in the context of teaching? Why or why not?
 - Which aspects of cultural diversity were the easiest to identify, and why do you think that is?
 - Were there any aspects of cultural diversity that surprised you or that you hadn't initially considered?
 - Did you question or hesitate on any aspects when determining their relevance to culture?

- How do you observe the influence of cultural diversity within your own classroom or teaching environment?
 - What steps can you take to deepen your understanding of cultural diversity and its contributing factors in order to enhance your teaching? What professional development opportunities, classroom strategies, or reflective practices might help you continue growing in this area?



Appendix tool 06: The twelve and eight factors of cultural diversity

Here is the list of the twelve factors:

- Language
- Ethnicity
- Physical fitness
- Gender
- Musical preferences
- Religion Age
- Geographical Location
- Economic Class
- Social media Usage
- Nationality
- Traditions and Customs

The eight factors of cultural diversity:

- Language
- Ethnicity
- Gender
- Religion
- Geographical Location
- Economic Class
- Nationality
- Traditions and Customs



Tool 07. Mechanisms and sources of discrimination, prejudice and stigma

Aim of the tool

LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma in educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational contexts.

Description of how to use the tool

To achieve this learning outcome, you should:

Step 1: Carefully read the description provided under “Materials and resources” to understand the mechanisms and sources of prejudiced thinking and discrimination.

Step 2: Reflect on these descriptions and identify concrete examples from educational contexts.

Step 3: Write an explanation of the mechanisms and sources of prejudiced thinking and discrimination that underpin the inappropriate reactions and attitudes identified in Step 2. Aim to address all categories of both mechanisms and sources.

Materials/resources needed

Mechanisms of Prejudiced Thinking and Discrimination

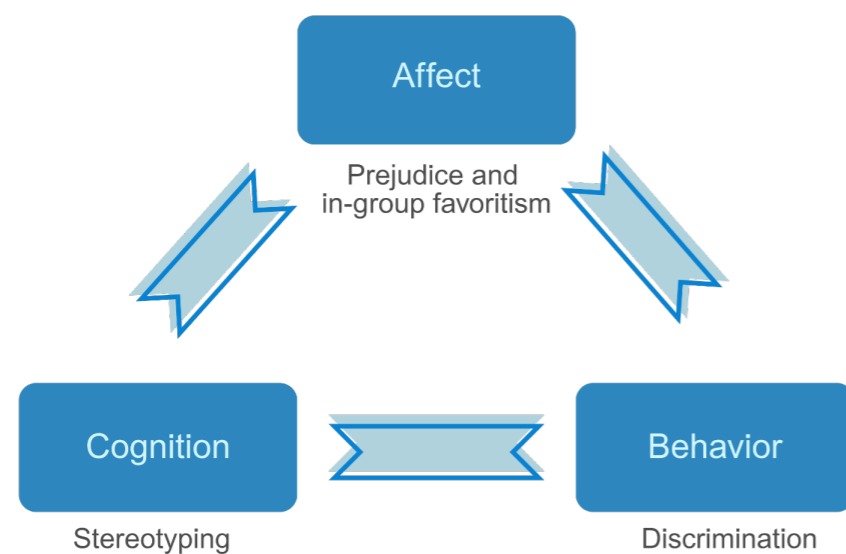


Figure 7.1. The ABC of prejudice and discrimination

Retrieved from <https://opentextbc.ca/socialpsychology/part/stereotypes-prejudice-and-discrimination>

1.1. Mechanisms of Prejudiced Thinking and Discrimination

1. Cognitive Biases:

- Stereotyping: The tendency to overgeneralise characteristics, attributes, and behaviours to an entire group.
- Confirmation Bias: The tendency to search for, interpret, and recall information in a way that confirms one’s preconceptions.
- In-group Bias: Favouring individuals within one’s own group over those from outside.
- Availability Heuristic: Judging the likelihood of events based on how easily examples come to mind, often influenced by media portrayals and personal experiences.

2. Social and Cultural Influences:

- Social Learning: Acquiring prejudiced attitudes and discriminatory behaviours through observation and imitation of others, particularly authority figures and peers.
- Cultural Norms: Shared beliefs and values that shape attitudes towards different groups and influence discriminatory practices.
- Social Identity Theory: The theory that individuals derive a sense of identity and self-esteem from their group memberships, which can lead to favouritism towards one’s own group.

3. Emotional Mechanisms:

- Fear and Anxiety: Fear of the unknown or unfamiliar can lead to prejudiced thinking and discrimination against those perceived as different.
- Scapegoating: Blaming a group for societal problems as a way of coping with personal or collective frustration.

4. Economic and Political Factors:

- Competition for Resources: Perceived or actual competition for jobs, housing, and other resources can contribute to prejudiced attitudes and discriminatory behaviour.
- Power and Dominance: Individuals or groups in positions of power may use discrimination to maintain their status and control over others.



1.2. Sources of Prejudiced Thinking and Discrimination

1. Family and Upbringing:

- Family beliefs and attitudes significantly shape an individual's views and behaviours towards different groups.
- Parental influence and early childhood socialisation play a crucial role in the formation of prejudiced attitudes.

2. Education:

- School curricula, teacher attitudes, and peer interactions all contribute to either the development or reduction of prejudiced thinking.
- A lack of exposure to diverse perspectives can reinforce stereotypes and discriminatory attitudes.

3. Media:

- Television, films, news, and social media often portray stereotypical images and narratives that reinforce prejudiced thinking.
- The media can also challenge and reduce prejudice by providing diverse and accurate representations of different groups.

4. Institutional Structures:

- Laws, policies, and practices within institutions—such as schools, workplaces, and the justice system—can perpetuate discrimination.
- Systemic discrimination, including racial profiling and unequal access to opportunities, reinforces prejudiced attitudes.

5. Historical Context:

- Historical events and the legacies of colonialism, slavery, and other forms of oppression shape contemporary prejudiced attitudes and patterns of discrimination.
- Collective memory and dominant historical narratives influence how certain groups are perceived and treated.

6. Peer Influence:

Social circles and peer groups significantly affect individual attitudes and behaviours.

Group norms and social pressure can either reinforce or challenge prejudiced thinking.

Self-reflection

Step 1: Watch and reflect on this example: <https://www.youtube.com/watch?v=ge7i60GuNRg>

Step 2: Write a brief comment of 10 lines.

Step 3: Write a recommendation for colleagues and school leaders, emphasising why this exercise is valuable and how it can be used to promote more inclusive school environments.

Alternative application

Instead of using this tool individually, it may be more beneficial to work in pairs or small groups.

To do this, follow Steps 1 and 2 as described above in the “Instructions for using the tool”. Step 3 can then consist of a joint reflection based on the individual reflections and examples. The group should identify similarities and differences, which can be recorded on a Padlet. This shared board can be updated over time as more examples are observed and analysed.



Tool 08. The non-discrimination path and social biases

Aim of the tool

LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings.

Economic welfare, religion, social environment, and individual personality can shape different personal values. This tool helps gain insight how values influence perspectives on different aspects of life.

Description of how to use the tool

Step 1: Personal ranking of values

- You will find a digital document containing 10 universal human values: Religion, Respect for Parents, Loyalty to Family, Obedience, Hospitality, Good Manners, Good Education, Standing Up for One's Own Opinion, Autonomy, and Self-confidence.
- Please arrange these 10 value cards in order from most important to least important according to your personal beliefs.
- Reflect on your priorities and consider how they influence the decisions you make in different areas of your life.

Step 2: Inspect your hierarchy and reflect on the following aspects:

- How do you think your upbringing (the story of your life) has influenced this hierarchy?
- In what ways do you think the culture in which you were raised has shaped this hierarchy?
- How might a different life story or culture change this hierarchy? Why?

Step 3: Relationship and communication implications

- How might differing personal values affect relationships?
- How might differing personal values influence communication?

Materials/resources needed

- Cards with the 10 universal human values.

- The values printed on the cards are Religion, Respect for Parents, Loyalty to Family, Obedience, Hospitality, Good Manners, Good Education, Standing Up for One's Own Opinion, Autonomy, and Self-confidence.

Self-reflection

- How did your personal ranking of values reflect your own cultural background, upbringing, or life experiences? Were you surprised by the order in which you prioritised the values?
- In what ways do you think external factors—such as economic status, religion, or social environment—have shaped your ranking of values? Might your prioritisation of these values change under different circumstances?
- How did this activity influence your understanding of other people's perspectives? Did it help you develop greater empathy or a more nuanced appreciation of cultural and individual differences?
- Having completed this activity, how might you apply the insights gained to improve your communication, decision-making, or interactions with individuals from different backgrounds in the future?

Alternative application

This exercise can be carried out in groups, allowing for comparison of value hierarchies and deeper communication.

Subgroups of 4–5 people from different countries or cultural backgrounds compare their rankings of values.

They discuss the following:

- Is the order similar or different among group members?
- What differences are there in the rankings?
- Why do you think these differences exist?
- How might their own cultural orientations have influenced the way they ranked the values?

During the group discussion, which differences in value rankings stood out to you the most, and how did these differences challenge or reinforce your own perspective on universal human values?



Appendix tool 08

- Autonomy
- Self-confidence
- Good schooling
- Stand up for own opinion
- Respect for parents
- Good manners
- Obedience
- Loyalty to family
- Hospitality
- Religion



Tool 09. Consensus ~ Let's find the best solution!

Aim of the tool:

LO3.3A. To understand and explain the achievement of the consensus in a diverse group by identifying, understanding, and negotiating the different perspectives.

Consensus in a diverse group means reaching a shared decision that not only has merit but is also the result of an inclusive and equitable decision-making process. Consensus does not imply that the solution is ideal for everyone; rather, it reflects the collective will of the group and represents each person's free and informed choice.

There are several conditions that both necessitate and facilitate consensus-building within a group:

- A significant issue or decision needs to be addressed.
- The group shares a set of core values.
- There is sufficient time to discuss, analyse, and reach a decision.
- There is a culture of openness and respect for differing perspectives.

This tool helps develop the ability to reach consensus among individuals with different agendas or cultural backgrounds. While it can be used individually as a reflective exercise, it is generally more insightful and impactful when conducted in a group setting.

Description of how to use the tool:

This tool is a consensus-based decision-making template. While we will illustrate it using a specific scenario, the process is adaptable to a wide range of situations.

Scenario

A group representing various categories of disadvantaged students must analyse and decide which equity and inclusion project should receive funding from their school or institution. As the available budget is limited, only one project can be selected. Three projects are in the final round of consideration.

Step 1

Begin by evaluating the advantages and disadvantages of each project. This stage allows each group member to reflect on the projects and consider the diverse perspectives shared by the group.

Step 2: Create a decision-making matrix:

		Option 1 (Project one)	Option 2 (Project 2)	Option 3 (Project 3)
Criteria	Weigh/ importance			
Relevance				
Costs				
Sustainability				
Impact				
Total				

The left column contains the selected criteria for assessing the value of each project. These criteria could include costs, expected income/benefits for disadvantaged students, and the lasting impact and sustainability of the project. However, one of the most significant criteria is the expected outcomes for the community. This is where the true value of the project lies, as it has the potential to make a profound difference to the community. Between three and eight criteria should be used to assess a project. The group should then allocate a weight to each criterion, from the most important to the least important.

Step 3:

This stage involves voting and is a key part of the evaluation process. Each group member receives three cards numbered 1, 2, and 3. For each criterion, participants assign a score to the projects:

- 3 points for the project that best meets the criterion
- 2 for the next best
- 1 for the least fitting

Scores for each project are then totalled and multiplied by the weight assigned to that criterion. This provides the weighted score for that specific criterion.

Once all criteria have been evaluated, the total scores for each project are calculated. The project with the highest overall score will receive the funding. Your active participation



in this process is essential to ensure the decision reflects the collective judgement of the group.

Self-reflection:

- What were the most interesting discoveries I made while working in this group? About the main topics or problems? About myself? About others?
- What were the most challenging moments during this process, and what made them so?
 - When did I realise that I had reached my final, best solution?
 - How does my solution relate to real-world situations and problems?
 - How effective was the group's communication and interaction? What went well, and what didn't? Why?
- Were my objectives and interests mostly met? To what extent did I deviate from them, if at all? And what about my values?
- How will I use what I've learned in the future?



Tool 10. Emotions mapping and self-portrait

Aim of the tool:

LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours.

The "Emotions Mapping and Self-Portrait" tool is designed to deepen emotional awareness and help individuals understand the connection between feelings and underlying needs. Through creative self-expression, such as drawing or collage, we can explore our emotions and self-concept in a structured, reflective process grounded in the principles of Nonviolent Communication (NVC). This adaptable tool can be used individually or in group settings, offering valuable insights into emotional intelligence and communication, while fostering empathy and self-understanding. It is suitable for personal development, classroom activities, or professional collaboration.

This tool supports the deepening of emotional awareness and the understanding of self-concept by encouraging recognition of our feelings and needs. Artistic expression, as used in this exercise, promotes empathy and helps link emotions to their underlying needs, in line with the principles of Nonviolent Communication (NVC).

Description of how to use the tool

Step 1: Preparation

- Get art supplies such as paper, coloured pencils, markers, or collage materials.

Ensure the environment is quiet and conducive to self-reflection.

Step 2: Identify Feelings

- Begin by reflecting on a recent situation that evoked strong feelings. Identify and write down the feelings you experienced, using the NVC list of feelings as a guide.

Step 3: Map Feelings to Needs

- Explore the unmet needs behind these feelings, referring to the NVC list of needs. You can visually represent this in your artwork by drawing or mapping the feelings alongside their corresponding needs.

Step 4: Create a Self-Portrait

- Use the art materials to create a self-portrait that symbolises your emotional state and the needs you have identified. The aim is not artistic perfection, but rather authentic self-expression and emotional clarity.

Step 5: Reflection and Sharing (Optional)

- After completing your artwork, take time to reflect on the process. In a group setting, participants may choose to share their portraits and insights with others, fostering empathy and emotional connection.

Self-reflection (ideas to support further personal growth and improvement).

- What have I learned about recognising and understanding my own feelings?
- How clearly am I able to identify the needs underlying my emotions?
- In what ways did using artistic expression enhance my emotional awareness and communication skills?
- How might I adapt this activity for my students or colleagues?

Suggestions for adapting the tool

This tool can be adapted for various settings, including classroom activities, one-on-one meetings, or professional collaborations:

- Classroom Adaptation (with Children)

The activity can be simplified for younger students by using age-appropriate language and concepts. Instead of exploring complex emotions, children might focus on basic feelings such as happy, sad, or angry, and link these to simple needs like friendship, understanding, or safety. Art can be a powerful medium for children to express emotions they may not yet have the vocabulary to articulate.

- Parent-Teacher Meetings

This tool can be used in parent-teacher meetings to encourage mutual understanding. Teachers can invite parents to reflect on their feelings and needs in relation to their child's educational experience. Using this tool together can help build shared understanding and empathy.



- Collaborations with Colleagues

In professional settings, the tool can enhance communication and empathy among colleagues. During team-building sessions, staff can reflect on their emotional responses to a shared challenge. Creating a self-portrait can serve as a starting point for meaningful dialogue about team dynamics and individual perspectives.

Materials/resources needed

- Art Supplies: Paper, colouring pencils, watercolours, magazines for cut-outs, glue, scissors, etc.
- Environment: A quiet and comfortable space for reflection and creative expression.
- Reference materials: The NVC lists of feelings and needs



Tool 11. Empathy lens

Aim of the tool

LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations.

The aim of this tool is to help you distinguish facts from judgemental opinions and evaluations.

Empathy Lens is a practical tool designed to enhance emotional awareness by distinguishing between factual observations and personal judgements. By focusing on interpreting verbal and non-verbal cues without making assumptions, we can better understand the feelings and intentions of others—such as students, colleagues, and parents. This tool fosters a deeper level of empathy, improves communication, and supports the creation of more inclusive and supportive environments in educational settings.

Adaptable to various contexts, Empathy Lens encourages reflective practice and provides scenarios to reinforce empathetic engagement in everyday interactions.

This tool helps us observe others' emotional states without prejudice or assumptions, enabling us to respond more appropriately in social situations. Its main objective is to support us in separating observation from judgement, allowing clearer understanding of others' feelings and needs.

Description of how to use the tool

Step 1: Preparation

- Choose a calm, focused environment such as a classroom, workshop, or reflective meeting space. Prepare printed versions or digital slides featuring short social scenarios that include emotional expressions, both verbal and non-verbal. Have writing tools or devices ready for participants to record their responses.

Step 2: Scenario Exploration

- Carefully read each social scenario. Observe both the verbal and non-verbal cues that may reveal the emotional state of the person involved. These might include body posture, tone of voice, choice of words, or contextual clues.

● Step 3: Choose Between Two Interpretations

For every scenario, you are presented with two response options:

- One reflects a judgement-based interpretation (e.g. labelling, blaming, assuming intentions).
- The other reflects an empathy-based interpretation, grounded in objective observation and attunement to underlying feelings and needs.

Your task is to select the option that best represents an emotionally aware and non-judgemental understanding.

Step 4: Receive Feedback and Reflect

- After each selection, immediate feedback explains which option aligns more closely with the principles of Nonviolent Communication (NVC) and why. This deepens your understanding of emotional intelligence and interpersonal sensitivity.

Step 5: Personal Reflection and Application

Reflect on your interpersonal habits using prompts such as:

- How often do I consciously consider others' feelings in daily interactions?
- Can I distinguish between someone's actual emotional experience and my assumptions?
- How might this skill improve my classroom dynamics or professional relationships?
- How can I adapt this activity to support the emotional growth of my students or peers?

Suggestions for Adapting the Tool:

- Classroom Role-Playing

Teachers can use this tool in pairs or small groups to role-play different scenarios, practising emotional awareness and interpreting intentions in real-time. Each group can reflect on their observations and learn to distinguish between facts and judgements.



- Parent-Teacher Meetings

This tool can be adapted to help teachers understand parents' feelings and needs during meetings. Scenarios can focus on recognising parental concerns and engaging in empathetic, non-judgemental communication.

- Collaboration with Colleagues

Scenarios can be tailored to workplace contexts, helping staff better understand and respond to colleagues' feedback, emotions, or concerns. This can foster healthier communication and stronger collaborative relationships within teams.

The tool is also flexible enough to be used digitally and in print. In an online setting, teachers can use a learning platform like Moodle to record their reflections and receive feedback on their choices. Scenario cards can also be used in paper format for in-person workshops or professional development sessions.

Materials/resources needed

- Online version: A computer or smartphone, internet connection and Moodle or a similar learning management system.
- Printed version: Scenario cards, with two different interpretations on one side and the correct answer and explanation on the other.



Appendix tool 11: Scenario Cards

Scenario 1: Student Engagement

Situation: A student in your class is sitting quietly during a lesson, constantly looking down. While other students actively participate, this student doesn't speak at all.

Option 1: "This student is lazy and not interested in the subject."

Option 2: "This student might be struggling to express themselves or not feeling safe in class."

Correct Answer Explanation:

Option 2 is based on observation. The student looking down and remaining quiet are simply observations. Rather than jumping to the judgement that they are lazy, recognising that insecurity or difficulty in expression might be behind the behaviour allows for a more empathetic understanding of the student's emotional needs.

Scenario 2: Colleagues' Collaboration

Situation: During a teacher's meeting, one of your colleagues immediately criticises a project you suggested and gives a negative response.

Option 1: "This colleague is always negative and opposed to me."

Option 2: "This colleague might have concerns about the project, and I might need to understand them more clearly."

Correct Answer Explanation:

Option 2 reflects a more observational approach. Accepting your colleague's criticism without judgement and attempting to understand their concerns before assuming a negative attitude is part of empathetic communication.



Scenario 3: Parent-Teacher Meeting

Situation: A parent speaks anxiously about their child during a meeting, raising their voice and speaking quickly.

Option 1: "This parent is very aggressive and wants to argue with me."

Option 2: "This parent may be worried about their child and struggling emotionally."

Correct Answer Explanation:

Option 2 interprets the parent's behaviour more empathetically. Instead of assuming aggression, recognising that the raised voice and fast speech might be expressions of concern for their child helps facilitate healthier communication.

Scenario 4: Classroom Dynamics

Situation: In your class, one student constantly interrupts another and mocks them.

Option 1: "This student is rude and enjoys disturbing others."

Option 2: "This student might be trying to seek attention or show off because they want to feel accepted."

Correct Answer Explanation:

Option 2 is based on understanding the possible emotional motivation behind the student's behaviour. Instead of assuming rudeness, recognising their need for acceptance or attention encourages a more empathetic approach to the situation.



Scenario 5: Feedback from Supervision

Situation: A headteacher criticises an activity in your class and suggests a better method. Their tone is serious and critical.

Option 1: "The headteacher is always criticising me and doesn't like my work."

Option 2: "The headteacher's suggestion may be aimed at improving the activity and finding a more efficient approach."

Correct Answer Explanation:

Option 2 avoids interpreting the criticism as a personal judgement, instead viewing it as constructive feedback. Understanding the underlying intention of the critique aligns with the empathetic approach of Nonviolent Communication.



Tool 12. Choose the clearer one!

Aim of the tool:

LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.

This tool aims to provide a better understanding of the importance of clear requests in communication with others. During the educational process, teachers give students many instructions and requests. The clearer these instructions are, the smoother the communication, and the lower the likelihood of tension or confusion.

This tool will support you in better understanding and evaluating your ability to distinguish between appropriate and less appropriate instructions, and in assessing their effectiveness in the classroom.

It can easily be adapted into an online tool and tailored for classroom use or everyday situations, by modifying the content of the statements provided.

Description of how to use the tool

An online platform (a paper version is also possible) presents a list of short descriptions of common situations encountered in educational settings.

Your task is to select the most appropriate classroom response from two possible answer options. After making your choice, you will be able to check whether you selected the most suitable option and read an explanation outlining the reasoning behind the optimal solution.

Self-reflection (ideas to support further personal growth and improvement)

- How much attention do I pay to how clearly I formulate requests in class?
- Can I name three reasons why it is important to give clear, explicit instructions?
- Could I explain to my students the importance of clarity in communication for maintaining effective dialogue?
- Based on the example provided in this task, could I adapt it for my students or their parents? If not, what support or resources might help me do this?

Suggestions for adapting the tool:

This tool can be easily adapted for various audiences, such as students, parents, or colleagues. It can also be modified to suit different contexts by creating alternative scenarios that reflect the experiences and needs of specific groups.

The tool can be used online (for example, on the Moodle platform), or as a printed version. For the paper version, each scenario can be presented on a separate card: the front features the scenario and two response options; the reverse side provides the correct answer along with an explanation.

Materials/resources needed

For the online activity:

- A computer or smartphone
- Internet connection
- Access to a learning management platform (e.g. Moodle)

For the paper-based activity:

- Pre-prepared and printed question/answer cards
- Appendix tool 12



Appendix tool 12 “Choose the clearer one” task sheet

Imagine you are the teacher in the situation described. Which type of request seems more aligned with the principles of sustainable communication?

Front of the card

Back of the card

Situation No. 1:

You need to address chaotic classroom behaviour. Which kind of request would you choose?

- A. “Don’t be so loud, stop it!”
- B. “Please stop talking and focus on your assignment.”

Better answer: b) “Please stop talking and focus on your assignment.”

This request clearly describes the teacher’s expectation, providing students with a precise message about what is required: to stop talking and concentrate on their assignment.

Situation No. 2:

You need to instruct students about participation in the class. Which kind of request would you choose?

- A. “Raise your hand if you have a question or comment and wait till I address you”
- B. “If you have any questions throughout the class, just let me know”

Better answer: a) “Raise your hand if you have a question or comment and wait till I address you”

This answer provides students with a clear guideline about what is expected when they want to ask a question or make a comment. The phrase in option b), “just let me know,” is too vague and may cause unnecessary confusion.

Situation No. 3:

You need to request students to interact politely. Which kind of request would you choose?

- A. “Don’t be rude to each other!”
- B. “Please address your classmates by their names and use words like ‘please,’ ‘thank you,’ and ‘excuse me.’”

Better answer: b) “Please address your classmates by their names and use words like ‘please,’ ‘thank you,’ and ‘excuse me.’”

This request is more specific as it clearly outlines the polite behaviour expected from the students. Option a) is too vague and may lead to misunderstandings, as what counts as ‘rude’ can vary depending on a child’s experience, culture, and background.



Tool 13. How do I listen?

Aim of the tool

LO5.1A. To perform empathy and active listening skills to improve the mutual understanding.

Description how to use this tool

This tool supports you in becoming more aware of how you listen to others (or how others listen) and what advantages and disadvantages this has. It supports you in practicing active and empathetic listening skills and in consciously using listening skills in certain situations.

This tool is like a double mirror for yourself. On one side you will find characteristics of active listening and empathic listening, on the other side you will find other ways of listening. Active listening and empathic listening offer different benefits in relationships between people. They aim to connect with the other person, to be empathetic and to really understand (the perspective of) the other person. By asking questions, paying attention to feelings and needs, and staying fully present, both you and the other person can feel truly heard and understood. These ways of listening stimulate you to respond more consciously to what is being said. These ways of listening encourage a more intentional and conscious response to what is being said. Other listening styles—such as giving advice, sympathising, or comforting—may serve important functions, but they often do not create the same level of connection. In some situations, they may even negatively affect the relationship by shifting focus away from the speaker.

You can use the listening mirrors in conversations where you are actively engaging with others. After the conversation, take time to reflect and identify which style of listening you used—helping you become more aware of your habits in the classroom or wider school setting.

The mirror can also be used during conversations as a real-time guide to support active and empathetic listening. It can be used individually or collaboratively—for example, with a colleague, during meetings or discussions, to reflect on how people are listening. Alternatively, a colleague could observe and support you as you practise active, empathetic listening—highlighting both strengths and areas for growth.

Suggestions for adapting the tool to different levels (Preschool, Primary, Secondary)

This tool is primarily designed for self-reflection and adult professional development. Therefore, differentiation by age group is generally not necessary. However, with appropriate simplification or visual support, aspects of the tool could be introduced in secondary education settings, particularly for developing emotional intelligence and communication skills.

Materials/resources needed

Two listening mirrors: You can print the following pages double-sided (recto verso).




















- On the front: "How can I listen actively or empathetically?"
- On the back: "Different ways of listening with the head."











These mirrors can be laminated or mounted on card to be used during or after conversations for guided reflection or peer observation.



Appendix tool 13 How do I listen – mirror 1

Appendix tool 13 How do I listen – mirror 2

HOW CAN I LISTEN ACTIVE OR EMPATHICALLY 19 SHADES OF LISTENING				
<p>1 I clearly use my facial expressions in conversation to make something clear (wink, smile, roll eyes, frown,...)</p> 	<p>2 I summarize or provide an overview of arguments, a situation, ...</p> 	<p>3 I reflect the feeling of the other person, by asking.</p> 	<p>4 I listen with my heart.</p> 	<p>5 I take the perspective of the other.</p> 
<p>6 I hum affirmative sounds ('yes' or 'mhm') while being self in presence</p> 	<p>7. I ask if he/she has understood someone else correctly (always ask, do not assume)</p> 	<p>8 I guess the other person's feelings, I support giving words to the other person's feelings (e.g. 'so you are sad..., you feel anxious...?')</p> 	<p>9 I guess the other person's needs. I support giving words to the other person's needs (e.g. 'you need..., would it bring you ...?')</p> 	<p>10 I am here at this moment with no reflection to the past or future, I am self in presence.</p> 
<p>11 I literally repeat a word or (partial) sentence.</p> 	<p>12 I ask an open question (How? Why? What? ...).</p> 	<p>13 I do believe the other will find his own solution.</p> 	<p>14 I let the other person talk, without interrupting. I give time.</p> 	<p>15 I don't want to change the other person or situation.</p> 
<p>16 I paraphrase (repeat in my own words)</p> 	<p>17 I ask for clarification, concretize.</p> 	<p>18 I leave silence. (I don't talk)</p> 	<p>19 I am genuinely curious in the story of the other.</p> 	<p>© VIVES Kortrijk Charlotte Viane Els Callens</p>

I LISTEN WITH MY HEAD		
<p>1 I give advice.</p> 	<p>2 I am telling my own story; my own memories related to the story I hear.</p> 	<p>3 I give my own opinion (I think ...).</p> 
<p>4 I interrogate; I ask questions about the situation.</p> 	<p>5 I suspend and minimize.</p> 	<p>6 I sympathize (I hear you..., I feel you...).</p> 
<p>7 I evaluate (another person's behaviour).</p> 	<p>8 I hum but I am not actually listening.</p> 	<p>9 I am comforting someone (trying to make the other person feel better).</p> 
<p>10 I declare, explain.</p> 	<p>© VIVES Kortrijk Charlotte Viane Els Callens</p>	



Tool 14. Me and my boxfish

Aim of the tool

LO5.2A. To maintain connection while hearing difficult messages/contents without (self)blame or (self)criticism.

Description of how to use this tool

This tool supports you in maintaining a connection with yourself while receiving a difficult message, allowing you to truly listen to what the other person is trying to express. This inner state forms the foundation of open, meaningful dialogue.

Being self-connected means being aware of your own feelings and needs during a conversation or situation. It is a vital first step in building authentic connections with others. However, staying connected to yourself can be challenging—especially when hearing something that triggers strong emotions or reactions. In such moments, we often react impulsively, based on our thoughts, assumptions, or judgments. These quick reactions can lead to misunderstanding or conflict.

By pausing and becoming aware of your internal state—your own feelings and needs—you give yourself the space to respond more consciously, with empathy and clarity.

The Boxfish Metaphor

The boxfish is used as a metaphor in this tool. One of its characteristic responses to feeling threatened is to inflate itself and close its mouth tightly. When we receive a challenging message, the boxfish reminds us to do something similar—not to shut down, but to pause in silence, allowing the message to settle and connect with what it brings up inside us.

Instead of reacting immediately, we listen inwardly and notice our emotional response, our needs, and the different ways we could respond—without acting on them right away. This helps us move from reactivity to conscious, empathetic communication.

Example: A challenging situation

Imagine the following situation: You have given a student detailed feedback on an assignment to help her improve. Later, she tells you—for the third time—that she didn't read the feedback.

You may feel triggered and think: *“What an ungrateful student. She can't be bothered to read my comments. Doesn't she realise how much effort I put into that? Next time, I won't bother reviewing her work so carefully. Let her sort it out herself.”*

And you might say: *“You're lazy and unwilling to learn.”*

The boxfish invites you to pause instead. Remain silent for a moment. Tune into what you're feeling—perhaps disappointed, frustrated, or discouraged—and ask yourself what needs are alive for you. For example, you may long for cooperation, acknowledgement, or to feel that your efforts are meaningful and seen.

This pause helps you shift from reaction to connection. Instead of judging, you might say: *“When you say you didn't read the feedback, I feel disappointed because I value cooperation and really want to support your learning.”*

Self-reflection

- What advantages or disadvantages do I notice when I behave like a boxfish—when I remain silent and become aware of my own feelings and needs?
- In what ways am I growing as a “boxfish”? How am I improving in responding more consciously?
- What do I need to do more of?
- What do I need to do less of?
- How does reacting more consciously affect me?
- How does reacting more consciously affect the other person?
- How does it affect the connection between me and the other?

Talk with your colleagues about the boxfish metaphor and practise the exercise together.



Suggestions for adapting the tool to different levels (Preschool, Primary, Secondary)

The boxfish metaphor is primarily focused on the teacher—their self-awareness and emotional regulation. It supports teachers in maintaining connection by giving time and space to process the reactions of others (e.g. parents, colleagues, pupils) more consciously.

While the tool is designed for adult self-reflection, the metaphor could be adapted for older students (e.g. secondary level) in lessons on emotional intelligence, self-awareness, or conflict resolution. For younger pupils, the metaphor could be simplified into a story or visual aid to introduce the idea of “pausing before reacting.”

Background: What is a Boxfish?

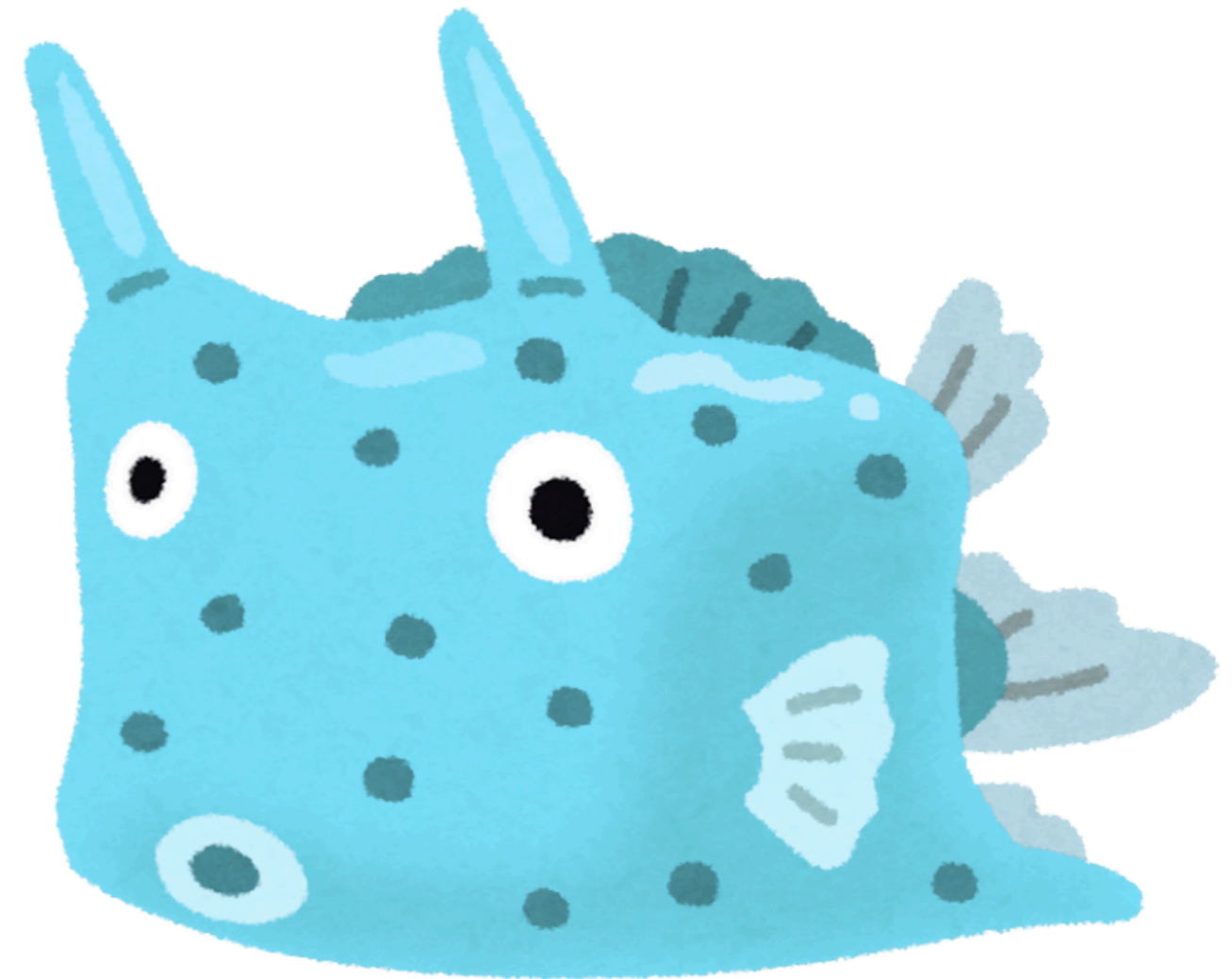
The Ostraciidae (also known as Ostraciontidae) is a family of square, bony fish belonging to the order Tetraodontiformes, closely related to pufferfish and filefish. Common names include boxfish, cofferfish, cowfish, and trunkfish. This family includes about 23 extant species in 6 extant genera.

Place a poster or image of the boxfish in your agenda, classroom, or office as a visual reminder of the principles described above: pause, connect, and respond consciously.

Materials/resources needed

A photo of the boxfish (Appendix)

Appendix tool 14 Me and my boxfish





Tool 15. My proactive circle: step by step

Aim of the tool

LO5.3A. To perform empathic listening and honest speaking skills to improve the understanding of different opinions.

Description of how to use the tool

A proactive circle is a structured communication method in which pupils engage in empathetic listening and honest speaking to foster understanding, prevent conflict, and rebuild or strengthen connections. The main objective is to create a safe space for respectful dialogue, cultivate empathy, and encourage productive discussions that lead to deeper understanding and consensus-building.

One key benefit of the proactive circle is that each speaker can share freely without interruption or immediate reaction from other members of the circle. This promotes trust and attentiveness.

A proactive circle can be used at the beginning or end of a lesson, depending on your educational goal—for example, to build group connection, reflect on learning, or prepare the emotional climate for what’s to come.

These seven steps expand on the three-step method described in Ligand’s *Samen wijs!:* *herstelgericht werken op school* (2014), which includes:

1. The teacher (or a student) shares the programme.
2. Students are given the opportunity to respond in turn.
3. Ground rules are agreed upon.

The seven-step version below offers a more detailed structure for classroom use.

1. Start with a Mixer or Energiser

Begin with a brief activity to mix the pupils. This helps prevent students from always sitting next to their best friend and encourages broader social interaction. You might use a quick game or distribute materials randomly to determine seating.

2. Go Over and Clarify the Arrangements

Review the agreements or rules that help the circle run smoothly (e.g. “You get the word”, “You start your sentence with ‘I’ (I am...)”, “Use positive (body) language”, “No feedback on

feedback”, “You may sit in the outer circle”, “What is said in this circle stays in this circle, except...”)

3. Ensure Everyone Understands and Agrees

Make sure all pupils understand the arrangements and ask for their agreement. This builds shared responsibility and accountability.

4. Introduce the Theme or Question

Begin the circle with a clear question or topic for discussion. This gives the conversation focus and purpose.

5. Begin the Circle

Ask who would like to start and pass the talking stick to that pupil. The first speaker then chooses who will speak next by passing the talking stick on. Continue until everyone has had the chance to contribute.

6. Acknowledge Each Pupil’s Contribution

Thank each pupil for their input. This reinforces that their voice matters and that the circle is a space for mutual respect.

7. Invite Pupils Who Initially Passed to Contribute

At the end, return to any pupils who chose to pass earlier and offer them the chance to speak now, if they wish. This ensures everyone has a final opportunity to participate.

Using the ‘Circle’ Tool

The circle tool is a physical or visual aid that helps you follow each step of the proactive circle method.

- Rotate the tool (e.g. a wheel or disc) until the opening aligns with the word “Start.”
- Continue turning to reveal and follow each step in sequence, from Step 1 through Step 7.
- Use the tool each time you lead a proactive circle until the structure becomes second nature.



Self-reflection

- How did this tool help you during your proactive circle?
- Are you now able to organise and lead a proactive circle on your own?
- How did using this tool support empathic listening?
- How did it support honest expression?
- How did it enhance understanding among participants?

Suggestions for adapting the tool to different levels (Preschool, Primary, Secondary)

Preschool level

- Begin with small groups of three children to build their basic listening and turn-taking skills.
- Use a simple and visual talking object (e.g. a soft toy or large colourful stick) so it's clear who has the turn to speak.
- Gradually increase the group size as the year progresses and children grow in confidence.

Primary school

- Expand to larger circles as children develop comfort and familiarity with the format.
- Use a talking stick or object consistently to reinforce listening and respectful communication.
- Incorporate simple reflection questions suited to age (e.g. "What made you feel happy today?" or "What was tricky for you this week?").

Secondary school

- Circles can be run with larger groups, often without the need for a physical talking stick, as students may already understand social cues for speaking.
- Consider deeper, age-appropriate discussion topics (e.g. well-being, relationships, school dynamics).

Materials/resources needed

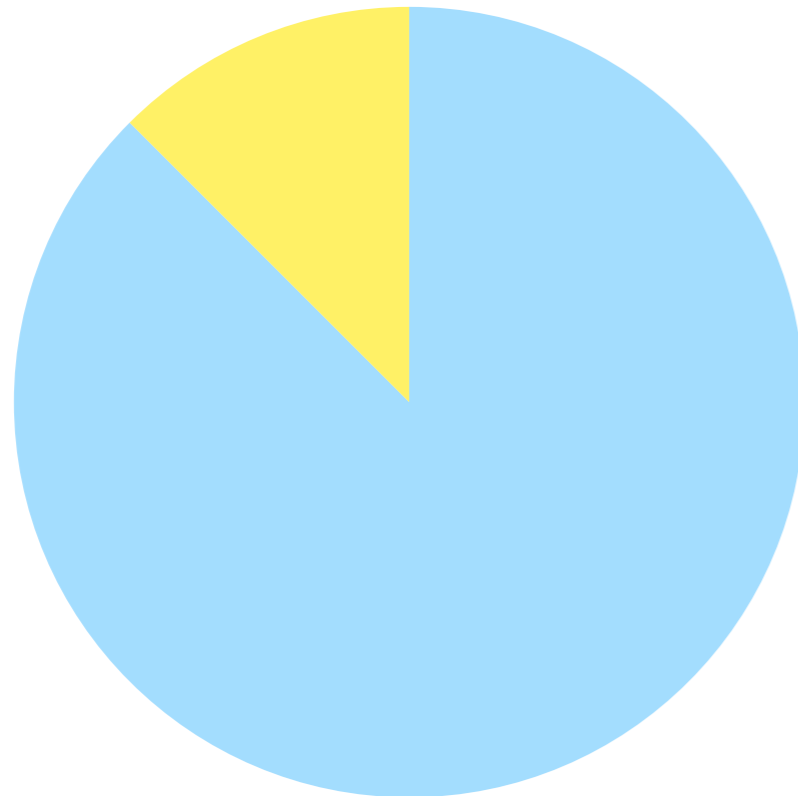
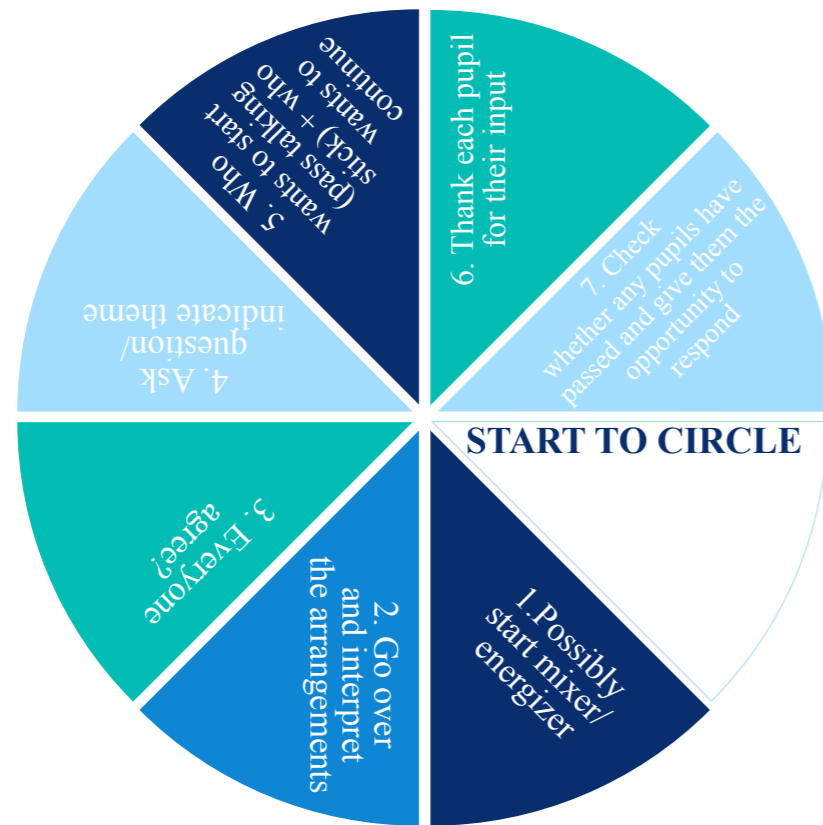
- A space large enough to form a circle (use chairs, cushions, or sit on the floor depending on age and comfort).
- Optional: Talking stick or object (e.g. small ball, soft toy, or themed object related to the topic).
- A prompt or topic for discussion (could be prepared in advance or co-created with students).
- The Support Circle Tool – used by the facilitator to guide through the 7 steps.

Creating the rotating Support Circle Tool (Appendix):

- Print both circle templates (circle 1 and circle 2) in colour.
- Cut out both circles carefully.
- From circle 2, cut out the yellow segment (this creates the "window" to view steps).
- Laminate both circles for durability.
- Place circle 2 on top of circle 1, aligning their centres.
- Fasten them together in the middle using a thumbtack or paper fastener, allowing the top circle to rotate and reveal each step in the sequence.



Appendix tool 15 My proactive circle: step by step – the support circle





Introduction to Grade B

Grade B is a pivotal stage emphasizing the practical application of knowledge and competences in educational contexts. The focus shifts to practical application and performative competence. Teachers are encouraged to apply concepts in real-life or simulated contexts, practicing problem-solving, cooperation, non-violent communication, and ethical decision-making skills.

This reflects a move from knowing to doing, where professional development includes applied strategies and tools.

Module 1 Universal human values and human rights	Tool 16 "Wish tree of motivation"	Tool 17 "Empathy Mapping"	Tool 18 "The Walt Disney method"
Module 2 EU values and identity	Tool 19 "Democratic teacher in a class"	Tool 20 "Inclusivity challenges and opportunities"	Tool 21 "Universal design in learning (UDL) or traditional education?"
Module 3 Non-discrimination and equity	Tool 22 "The impact of discrimination, prejudice, and stigma on educational processes or contexts"	Tool 23 "Reflection on and support for gender diversity"	Tool 24 "Consensus ~ Let's listen!"
Module 4 Understanding ourselves and others	Tool 25 "Reframing perspectives through empathy"	Tool 26 "Exploring cultural mindsets"	Tool 27 "Grounded empathy mapping"
Module 5 Dialogue	Tool 28 "Keep a dialogue going on"	Tool 29 "The six thinking hats for setting boundaries"	Tool 30 "Consent-based decision making model (CDMM)"

Figure 10. Teacher Toolkit, Grade B. Tools 16 to 30



Tool 16. Wish tree of motivation

Aim of the tool

LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.

This tool aims:

- to help you reflect on your professional motivations, aspirations, and challenges, particularly in relation to the principles of human rights and how they shape your work in education. By using this tool, you can gain insights into your personal development goals and explore ways to enhance your teaching practice in alignment with human rights principles such as access, equity, and quality.
- to provide you with a reflective and creative tool for identifying, articulating, and visualizing your professional aspirations.
- to explore how your personal motivations align with broader human rights principles, particularly focusing on access, equity, and quality in education. By creating a visual representation of your wishes and goals, you can gain clarity on your professional development needs, set actionable goals, and foster a sense of empowerment to actively pursue growth.
- to inspire you to connect your individual goals with the broader mission of creating inclusive, equitable, and high-quality educational experiences for all students.

Description of how to use the tool

Step 1: Reflect on Your Professional Aspirations:

Begin by finding a quiet space where you can reflect. Take a moment to think about your work as a teacher and the ways in which human rights principles—such as access, equity, and quality—impact your daily practices, your students, and your own professional journey. Reflect on questions like:

- What motivates me to improve my teaching?
- How do human rights principles (e.g., access, equity, quality) shape my work as a teacher?
- What professional development goals do I have to support these principles?
- How do I want to contribute to creating a more equitable learning environment for all students?

On each leaf-shaped paper, write down one motivational wish or professional aspiration that reflects your current goals. These could relate to your own development as a teacher or to your broader vision for the education system. For example:

- *“I wish I could better support my students' diverse learning needs.”*
- *“I hope to integrate more inclusive teaching strategies into my lessons.”*
- *“I want to expand my understanding of how human rights impact education.”*
- *“I want to attend a workshop on differentiated learning”.*

Step 2: Build Your Tree:

“Virtual” tree	Paper tree
<p>organize your wishes on the digital platform into themes or categories, such as:</p> <ul style="list-style-type: none"> • Personal Growth: Goals for your own teaching development. • Student Equity: Wishes related to ensuring all students have equal opportunities. • Quality Education: Ideas for improving the quality of education you provide. 	<p>attach each wish (leaf) to your "tree"</p> <p>arrange the leaves into themes or categories, such as:</p> <ul style="list-style-type: none"> • Personal Growth: Goals for your own teaching development • Student Equity: Wishes related to ensuring all students have equal opportunities • Quality Education: Ideas for improving the quality of education you provide

Step 3: Reflect on the Wishes:

Once the tree is filled, step back and observe the overall picture. Take a moment to reflect on the following:

- Which wishes would stand out most to me?
- Are there common themes, such as a desire for more professional learning, improved student engagement, or better work-life balance?
- How do these wishes relate to the principles of human rights, particularly in terms of access, equity, and quality in education?
- How do I see my professional growth aligning with these wishes?



Step 4: Create Personal Action Steps:

From the wishes on your tree, choose 2-3 that you would like to focus on in the near future. For each selected wish, break it down into small, achievable action steps. For example:

- If your wish is to “expand my understanding of how human rights impact education,” your action step could be to read one book or attend a webinar on human rights and education.
- If you wish to “better support my students’ diverse learning needs,” action steps could include researching differentiated instruction techniques or attending a professional development session on inclusive teaching.

Self-reflection:

The Wish Tree is not a one-time exercise. Revisit it regularly to assess your progress toward achieving your professional wishes. Add new wishes as your goals evolve, or adjust existing ones based on new experiences and insights.

Use your journal or planning sheet to document your progress, reflect on what has worked, and identify areas where you need more support or resources.

Benefits of the Wish Tree for Self-Development:

- Clearer goal setting: Helps you define and visualize your professional aspirations in a concrete way.
- Focus on growth: Encourages you to focus on both immediate and long-term goals, while reflecting on how they relate to human rights principles.
- Self-reflection: Promotes deep self-reflection on your motivations and how you can align them with your teaching practice.
- Empowerment: Gives you the autonomy to take control of your development by setting goals and tracking progress without external guidance or structure.
- Visual Motivation: The growing "tree" serves as a visual reminder of your professional aspirations and the steps needed to achieve them.

Materials needed

- You can choose between digital materials or analogue materials

Digital materials	Analog materials
<ul style="list-style-type: none"> ● an online collaborative tool like Padlet, Miro, or Trello to create the digital wish tree ● virtual “leaves” or “cards” 	<ul style="list-style-type: none"> ● a large "tree" cutout made of paper or cardboard (or a wall poster). ● small leaf-shaped papers or sticky notes (one for each wish). ● markers or pens. ● string, clips, or tape to attach the leaves to the tree. ● a journal or a notebook to document your reflections and goals.



Tool 17. Empathy mapping

Aim of the tool

LO1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.

Empathy Mapping is a tool developed by Dave Gray to put oneself in another's shoes. It involves imagining or observing their thoughts, feelings, and behaviours to better understand their needs and challenges.

- to develop a deeper understanding of others' experiences, perspectives, and emotions
- to support the creation of communication strategies that emphasize understanding and cooperation
- to foster respectful dialogue, particularly in educational or advocacy contexts.
- to enhance empathy-driven approaches for addressing challenges and creating inclusive solutions.

How to Use the Tool

Step 1: Set Your Self-Reflection Goal

Choose a specific context or challenge to explore (e.g., students facing educational challenges, improving relationships, managing a recent conflict).

Step 2: Prepare Your Empathy Map

Use a template with these six sections:

- **SEE**
- **HEAR**
- **THINK & FEEL**
- **SAY & DO**
- **PAINS**
- **GAINS**

Use a large sheet of paper, journal page, or digital canvas. Draw a head in the center and divide it into the six sections (or see appendix tool 17)

Step 3: Fill Out the Map (Self-Perspective Prompts)

Step 4: Reflect and Analyse

- Look for patterns. Are your actions aligned with your thoughts and feelings?
- Are there external influences (things you hear or see) driving internal conflict?
- Which areas can you shift or adjust to create positive change?

Step 5: Set Growth Strategies

Using your insights, write down:

- One thing you'll continue doing (that supports your well-being).
- One thing you'll stop doing (that causes harm or misalignment).
- One new strategy or behaviour you'll start implementing (based on the empathy insights).

Step 6: Check-In and Reassess

- Revisit your empathy map weekly or monthly.
- Track emotional changes and behavioral shifts.
- Celebrate progress and revise strategies as needed.

Benefits for Personal Growth

- Cultivates self-empathy and self-compassion
- Strengthens decision-making and emotional regulation
- Improves relationship and communication skills
- Builds resilience through insight-based action
- Encourages regular self-reflection and goal alignment

Suggestion of how to use this tool in Human Rights Education:

Step 1: Set the Context

- Define the specific human rights issue to be addressed (e.g., digital access inequality, gender bias in education, or inclusion of marginalized groups).
- Identify the focus group (e.g., students, parents, educators, or community members) whose perspective will be explored through the empathy map.



Step 2: Prepare the Empathy Map Template

- Use a digital or physical empathy map template with the following sections: SEE, HEAR, THINK & FEEL, SAY & DO, PAINS, and GAINS.
- Ensure that the map is accessible to all trainees.

Step 3: Gather Information and Insights

- Facilitate brainstorming sessions with trainees or research the target group's experiences through surveys, interviews, or discussions.
- Use the prompts for each section to guide contributions:
 - **SEE:** What might the group observe in their environment related to the issue?
 - **HEAR:** What messages or feedback are they receiving from peers, educators, or society?
 - **THINK & FEEL:** What thoughts and emotions might they have about the issue?
 - **SAY & DO:** How do they express themselves through words and actions?
 - **PAINS:** What barriers or frustrations might they face?
 - **GAINS:** What goals or outcomes would they value?

Step 4: Facilitate Reflection and Analysis

- Collaborate with trainees to complete the map, ensuring that diverse perspectives are represented.
- Identify recurring themes and insights that reflect the group's challenges, needs, and aspirations.

Step 5: Develop Communication Strategies

- Use insights from the empathy map to craft tailored messages that employ non-violent communication (NVC) principles:
 - Clearly state observations without judgment.
 - Express empathy by acknowledging feelings and needs.
 - Make actionable requests that encourage cooperation and understanding.

Step 6: Apply Strategies in Digital Advocacy

- Use digital platforms (e.g., social media, email campaigns, or learning



Section	Reflective Questions
SEE	What do I observe in my environment? What visuals or situations impact me?
HEAR	What am I hearing from others, internally or externally? Any recurring messages or noise?
THINK & FEEL	What thoughts run through my mind? What emotions am I experiencing?
SAY & DO	What am I saying or doing in this situation? How do I behave or react?
PAINS	What fears, frustrations, or barriers am I experiencing?
GAINS	What do I hope to achieve? What would success or resolution look like for me?

management systems) to share the tailored messages.

- Encourage open and respectful dialogue by promoting empathy and mutual understanding through these communications.
- Provide actionable steps for audiences to support or engage with the advocacy action (e.g., attending webinars, signing petitions, or sharing resources).

Step 7: Monitor and Reflect on Effectiveness

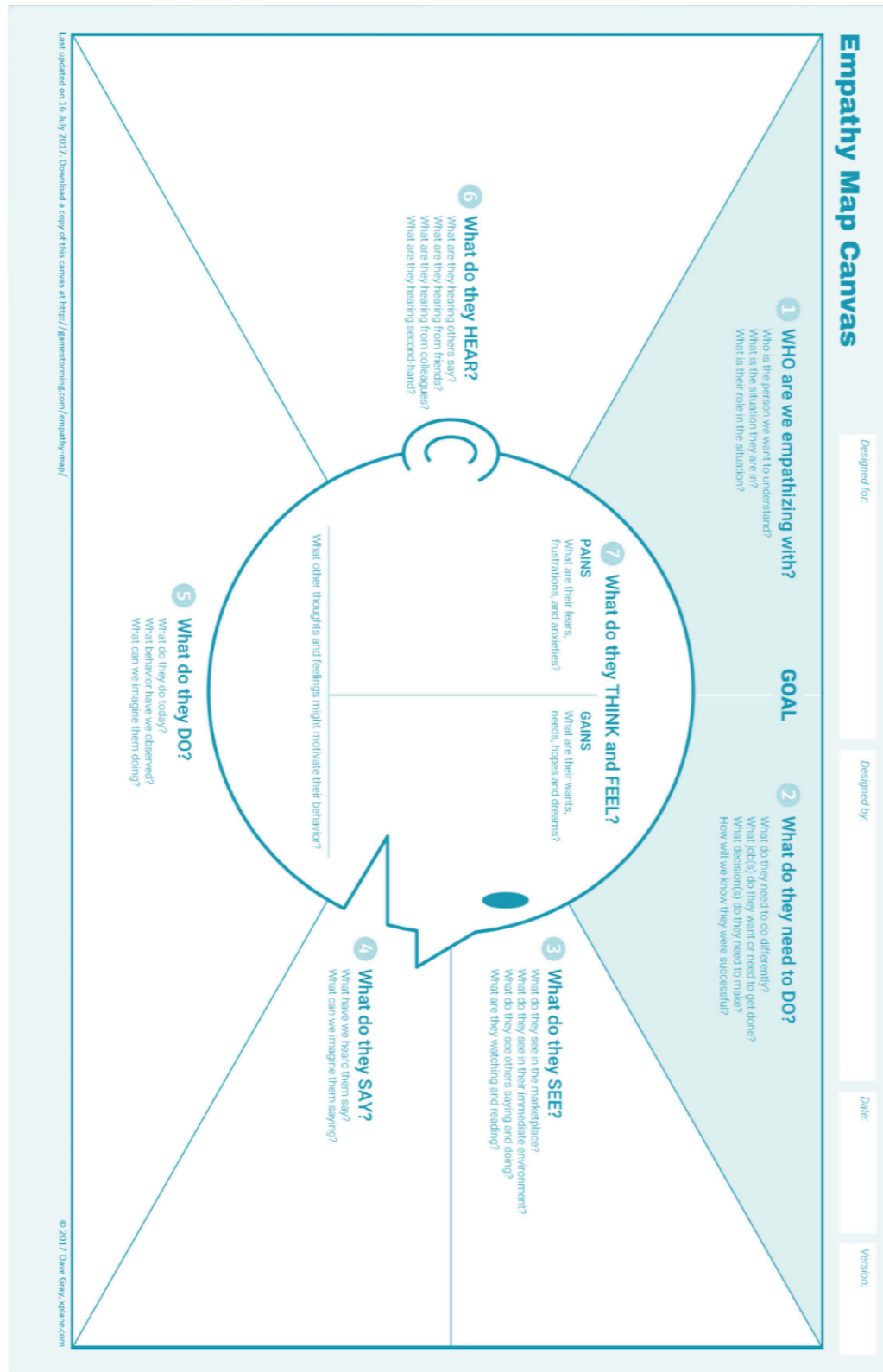
- Assess the impact of the communication strategies using feedback and engagement metrics (e.g., audience responses, participation rates).
- Reflect on whether the messages promoted understanding, addressed challenges, and fostered cooperation.
- Revise and refine strategies based on this evaluation.

Materials needed

- sticky notes or markers or text boxes.
- pre-drawn or printed empathy map template.



Appendix tool 17 Drawing Empathy Map



<https://medium.com/@davegray/updated-empathy-map-canvas-46df22df3c8a>



Tool 18. The Walt Disney method

Aim of the tool

LO1.3B. To analyse and apply efficient cooperation and problem-solving strategies to address contemporary human rights issues in educational contexts.

This tool aims:

- to encourage innovative thinking to tackle complex human rights challenges in educational contexts.
- to transition creative ideas into actionable plans tailored for real-world application in schools or learning communities, enabling educators to address human rights challenges effectively and sustainably.
- to identify and mitigate risks or challenges associated with proposed solutions, ensuring a robust and sustainable approach to human rights issues.
- to equip teachers with a structured framework for analyzing and addressing human rights concerns collaboratively and independently.
- to enable educators to design and implement solutions that promote equity, inclusion, and human rights awareness

Description of the tool

The Walt Disney Method has three key stages (see appendix tool 15)

1. Dreamer (Creative Thinking Phase):

* **Purpose:** The Dreamer phase encourages free thinking, without limitations, to explore all possible ideas, no matter how unrealistic or "out-of-the-box" they may seem. This is a brainstorming phase where trainees are encouraged to think expansively about the issue at hand.

* **Focus:** The main objective is to imagine what could be, without worrying about constraints. The goal is to envision an ideal or visionary solution.

2. Realist (Practical Implementation Phase):

* **Purpose:** The Realist phase is where the ideas generated in the Dreamer phase are examined for feasibility. Trainees switch to a more grounded perspective and ask themselves, "How can we make this happen?" The focus here is on concrete steps and practical solutions.

* **Focus:** This phase is concerned with the "how." It's about taking the grand ideas

and making them actionable by considering logistics, resources, timeframes, and other practical factors.

3. Critic (Evaluation Phase):

* **Purpose:** The Critic phase focuses on assessing the ideas from the Dreamer and Realist phases to identify potential problems, limitations, or risks. This phase allows trainees to adopt a critical perspective, questioning whether the solutions are truly achievable or sustainable

* **Focus:** The aim is to analyze potential challenges, obstacles, and constraints that could hinder the success of the proposed ideas. This helps refine the approach and improve its overall effectiveness.

Description of how to use the tool in Human Rights Education:

Step 1: Dreamer Phase (Creative Thinking)

- **Objective:** Brainstorm and generate all possible solutions, without any limitations, to address the human rights issue you've identified.
- **Human Rights Issue to Address:** (Briefly describe the human rights issue you want to address in the educational context, e.g., inequity in access to resources, gender discrimination in classrooms, etc.)
- **Visionary Ideas (Brainstorming):** (List all creative ideas for addressing the issue. These should be expansive and unconstrained. No idea is too far-fetched.)
- Example prompts:
 - "What would an ideal educational environment look like if this issue were solved?"
 - "What innovative solutions could remove barriers to human rights in education?"
- **Ideal Outcome:** Describe the best-case scenario for what success would look like if this issue were fully addressed.

Step 2: Realist Phase (Practical Implementation)

- **Objective:** Take the ideas from the Dreamer phase and assess their feasibility. Plan actionable steps to turn these ideas into reality.
- **Actionable Steps:** For each of the visionary ideas from the Dreamer phase, list practical steps that could be taken to implement them. Consider resources, time, and people needed. Example prompts:



- "What resources do we need (funding, training, technology) to implement this?"
- "How can we involve key stakeholders (teachers, students, parents, administrators) in making this a reality?"
- **Timeline:** Set a realistic timeline for implementing each step of the plan.
- **Key Players:** Identify who in your educational context will be responsible for different actions – whether it's teachers, school leadership, parents, or external partners.

Step 3: Critic Phase (Evaluation and Risk Assessment)

- **Objective:** Critically evaluate the ideas and plans from the Dreamer and Realist phases, identifying potential obstacles or challenges that could impede progress.
- **Potential Obstacles:** List any barriers that might prevent the successful implementation of your solutions, such as lack of resources, resistance to change, or systemic barriers in education. Example prompts:
 - "What limitations do we face in terms of resources, policy, or support?"
 - "Are there any stakeholders who might oppose these changes, and why?"
- **Risks and Challenges:** Identify risks that may arise from pursuing the plan and any strategies to mitigate them.
- **Refining the Solution:** How can the ideas be modified or adjusted to address the risks and ensure better chances of success?

Step 4: Reflection and Next Steps

- **Objective:** After completing the Dreamer, Realist, and Critic phases, reflect on the overall plan and prepare for action.
- **Final Action Plan:** Summarize the most feasible solutions and how they will be implemented. Include a mix of visionary ideas and practical steps while addressing potential challenges.
- **Ongoing Monitoring and Evaluation:** How will progress be tracked? What are the indicators of success?
- **Commitment to Change:** List the steps you and your team are committed to taking, and any follow-up actions to continue addressing the human rights issue.

Benefits of Using the Walt Disney Method in Human Rights Education:

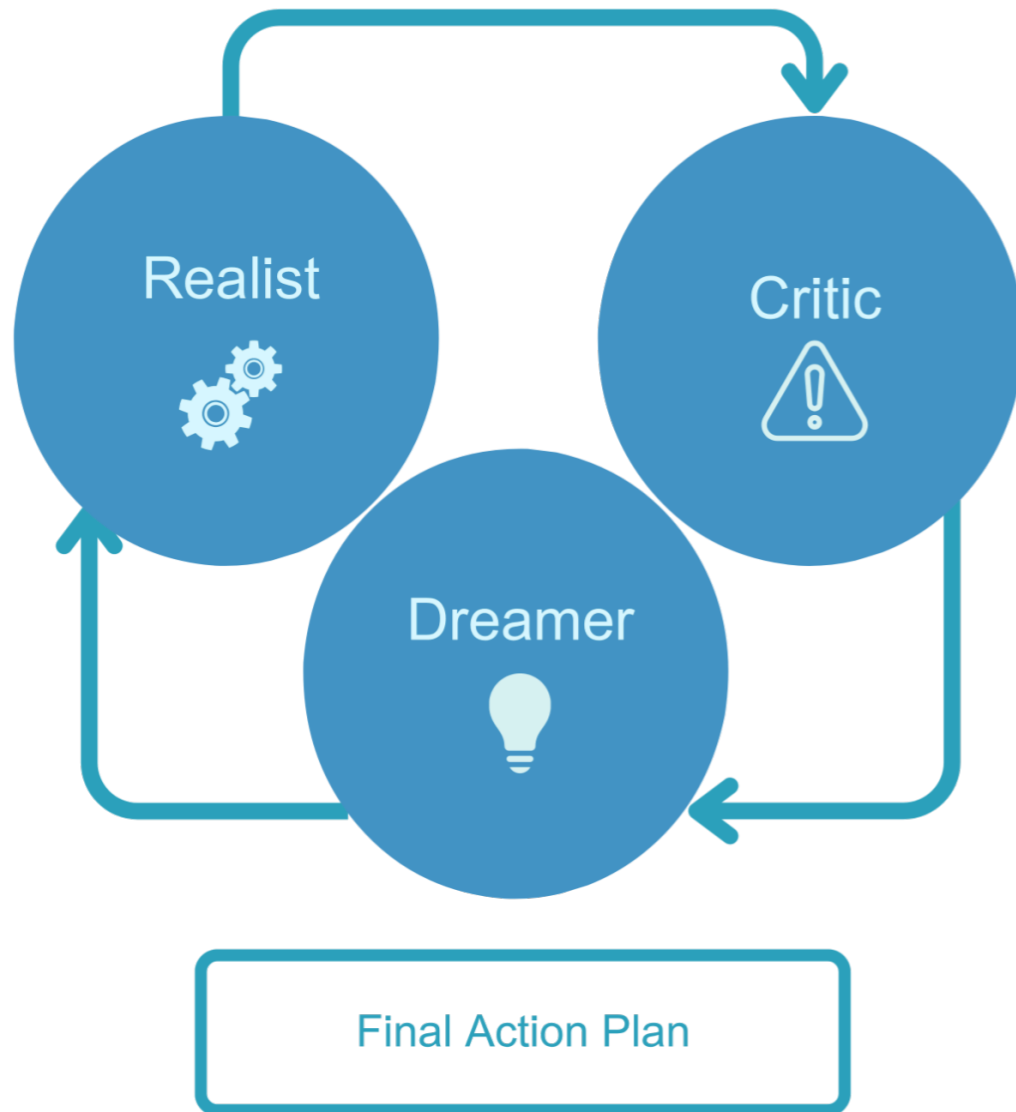
- **Creativity and innovation:** The Dreamer phase allows for expansive thinking, which can lead to innovative solutions to address human rights challenges in education.
- **Practical implementation:** The Realist phase ensures that ideas are actionable, making sure that solutions are grounded in reality.
- **Critical assessment:** The Critic phase helps anticipate challenges, ensuring that the proposed solutions are robust and sustainable.
- **Collaboration:** The method encourages diverse perspectives, fostering teamwork and cooperation among educators and other stakeholders in addressing human rights issues.

Materials needed

- pre-made worksheets for the Dreamer, Realist, and Critic phases
- a reflection worksheet for summarizing outcomes and action plans
- pens, markers, or highlighters for brainstorming and organizing ideas
- Digital Tools (Optional):
 - presentation software (e.g., Google Slides, Canva, or Miro) to visually map the three phases
 - online collaboration platforms (e.g., Jamboard, Trello, or Padlet) for group work.



Appendix tool 18: The Walt Disney Method





Tool 19. Democratic teacher in a class

Aim of the tool

LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms.

This self-reflection exercise is designed to help teachers evaluate their teaching practices and behaviors through the lens of democratic principles.

Description of how to use the tool

You will be presented with a mixed list of 10 characteristics: 5 that reflect democratic qualities and 5 that reflect undemocratic tendencies.

Your task is to choose from the list of characteristics the ones that reflect the democratic teacher. After you choose the answers, you may have a look at a suggested interpretation of each characteristic. (see Appendix below)

Self-reflection

- Do I recognize myself in those characteristics? If yes, in what way? Which tendencies are dominant in my teaching style: democratic or undemocratic? Why?
- How often do I encourage students to share their thoughts and opinions?
- Which set of characteristics (democratic or undemocratic) are easier to implement in the classroom? Why?
- What are the democratic characteristics listed above I am lacking in the classroom? What can I do to improve? Do I feel a need to do it?

Materials/resources needed

If the online version of the tool is used:

- Computer or smart phone;
- Internet
- Online form: <https://forms.gle/tpX2wvaWYEWwgZzo6>
- If paper version of the tool is used:
- Pre-prepared and printed list with 10 characteristics of a teacher;
- Pre-prepared and printed list with explanation of each characteristic.

Appendix tool 19: Democratic Teacher in a Class

Encourages Student Voice: Promotes open dialogue and values students' opinions, ensuring all feel heard and respected.

Answer: It's democratic.

Explanation: Encouraging student voice fosters participation, engagement, and a sense of belonging. Actively involving students in discussions and decision-making empowers them and reflects the democratic principle of respect for diversity and shared responsibility.

Practices Fairness: Applies rules and expectations consistently and transparently.

Answer: It's democratic.

Explanation: Fairness builds trust and reduces feelings of favoritism or bias. Standing up against inequality or injustice aligns with the democratic ideal of fairness and ensuring that everyone's rights are protected.

Fosters Collaboration: Encourages teamwork and shared decision-making in classroom activities.

Answer: It's democratic.

Explanation: Collaboration helps students develop social and problem-solving skills while feeling part of the learning process. Expressing thoughts clearly and listening actively helps resolve conflicts and facilitates collaborative decision-making, both central to democratic interactions.

Respects Diversity: Acknowledges and celebrates differences in culture, needs, perspectives, and abilities.

Answer: It's democratic.

Explanation: Respect for diversity promotes inclusivity and mutual respect in the classroom. Recognizing and valuing differences in culture, opinion, and background fosters inclusivity and equality. In a democracy, everyone has an equal right to participate regardless of their identity or beliefs.



Supports Student Autonomy: Allows students to make choices about their learning and take responsibility for their actions.

Answer: It's democratic.

Explanation: Autonomy nurtures self-confidence, independence, and accountability. Taking responsibility for one's actions ensures that individuals and leaders are held to the same standards, promoting trust and integrity within a group or society.

Strictly Follows the Rules: Adheres rigidly to policies and procedures without flexibility or consideration of individual circumstances.

Answer: It's undemocratic.

Explanation: Overemphasis on strict rule-following can hinder creativity and fail to address students' unique needs. Adhering rigidly to rules without considering individual circumstances undermines the democratic value of flexibility and fairness. Democracy prioritizes equitable treatment and the ability to adapt to unique contexts, rather than blind rule-following.

Relies on Reward and Punishment Systems: Uses structured rewards and penalties to manage behavior and performance.

Answer: It's undemocratic.

Explanation: While systems can provide structure, excessive reliance may discourage intrinsic motivation and deeper learning. A strict focus on external systems of rewards and penalties discourages intrinsic motivation and individual autonomy. Democratic principles emphasize fostering self-regulation and personal growth over external control.

Prefers Consistency Over Adaptability: Maintains established routines and teaching methods, even when new approaches might better serve students.

Answer: It's undemocratic.

Explanation: Valuing consistency can sometimes overlook opportunities for improvement or responsiveness to student needs. Favoring consistency over adaptability can stifle innovation and responsiveness to the needs of a diverse group. Democracy thrives on dynamic adjustments that reflect changing circumstances and collective input.



Promotes Uniform Standards: Expects all students to meet identical expectations, regardless of their individual abilities or backgrounds.

Answer: It's undemocratic.

Explanation: Uniform standards may neglect the diverse strengths and challenges of learners. Expecting everyone to meet identical standards disregards the diversity of individual strengths, needs, and abilities. Democracy values inclusivity and tailored approaches to ensure equal opportunities for all.

Maintains Sole Authority in Decisions: Makes all classroom decisions independently, believing it ensures order and efficiency.

Answer: It's undemocratic.

Explanation: Excluding students from decision-making can reduce their sense of agency and investment in learning. Making decisions unilaterally excludes others from participation, opposing the democratic principle of shared power and collaborative governance. In a democracy, collective input and consensus are fundamental to legitimacy and fairness.



Tool 20. Inclusivity challenges and opportunities

Aim of the tool

LO2.2B. To treat everybody as equally valuable in professional communication and relationships.

This tool aims to help trainees to reflect on the importance of treating everybody as equally valuable in professional communication and relationships

Description of how to use the tool

You have here 5 situations about inclusivity challenges at school and you have to choose the most appropriate response in each situation from 3 given, in your opinion.

After you have considered and responded to all the situations, you should compare your responses with the following answers, and the explanations of why one or the other response is more or less appropriate.

Self-reflection

What are or may be the main challenges of inclusive education in my school?

Is it difficult to find most relevant and respectful solutions in every tense situation, concerning inclusive education? Why?

What are my strengths which may help navigate such situations better?

What are the resources (persons, organizations, tools...) may I rely on when confronted with difficult situations and decisions?

How do my personal values and beliefs influence the way I address inclusivity in my classroom?

Can I recall a situation where I successfully supported inclusivity in a challenging context? What did I do, and what was the outcome?

Have I ever hesitated to address an issue of inclusivity because it felt too controversial or uncomfortable? If so, why?

When faced with a conflict involving inclusivity, do I prioritize maintaining harmony or advocating for what is right? Why?

How often do I create opportunities for dialogue about diversity and inclusion in my classroom or school community?

Have I ever unintentionally excluded someone in my teaching practice (e.g., through language, activities, or assumptions)? How could I address this in the future?

How comfortable am I with engaging parents or colleagues in discussions about inclusivity? What strategies could I use to facilitate these conversations more effectively?

Materials/resources needed

If the online version of the tool is used:

- Computer or smart phone;
- Internet
- Example of the exercise: <https://forms.gle/ttNi9wLW2MJE69xa7>

If paper version of the tool is used:

- Pre-prepared and printed 5 situations (see Appendix tool 20).
- Pre-prepared and printed list with explanations of each situation.



Appendix tool 20: Inclusivity challenges and opportunities

Scenario 1: New Student from the Middle East

A new student from the Middle East joins the school. While students welcome them, some parents openly and aggressively protest, claiming that the student and their family are unfairly benefiting from local resources.

How would you respond as a teacher?

A. Ignore the situation, as it is not your responsibility to mediate parent opinions.

Not the best option.

Explanation: Ignoring the issue neglects the teacher's role in fostering inclusivity and addressing discrimination, undermining the values of empathy and social responsibility.

B. Publicly call out the protesting parents, labelling their behaviour as racist and unacceptable.

Not the best option.

Explanation: Confrontation without dialogue risks escalating conflict and alienating stakeholders, failing to model respectful democratic discourse.

C. Facilitate a school-wide discussion on diversity and inclusion, emphasizing the benefits of cultural exchange.

Most relevant option.

Explanation: This approach fosters understanding, educates the community, and upholds democratic principles of dialogue, respect, and inclusivity.

Scenario 2: A Student with a Disability in Group Work

A student with a disability struggles to keep up during group assignments, and some peers complain that the student is slowing them down.

How would you respond as a teacher?

A. Ask the student with a disability to work on their own to avoid group tension.

Not the best option.

Explanation: Isolating the student perpetuates exclusion and inequality, directly opposing inclusive practices and fair treatment.

B. Encourage the group to support the student but lower the expectations for their participation.

Not the best option.

Explanation: While supportive on the surface, lowering expectations can reinforce stereotypes and deny the student equal opportunities to contribute.

C. Provide the group with tools to collaborate effectively, highlighting the value of diverse contributions.

Most relevant option.

Explanation: This approach models inclusivity, showing how diverse strengths enhance collaboration, aligning with principles of equity and mutual respect.

Scenario 3: LGBTQ+ Representation in School Activities

During a school play, a student suggests including a same-sex couple in the storyline. Some staff members feel this could upset conservative parents.

How would you respond as a teacher?

A. Advise against the idea, prioritizing community harmony over potential conflict.

Not the best option.

Explanation: Suppressing representation to avoid conflict undermines the democratic value of equality and the right to be seen and heard.

B. Include the idea without addressing potential pushback, assuming the situation will resolve itself.

Not the best option.

Explanation: While it promotes representation, avoiding proactive communication risks further conflict and fails to foster constructive dialogue.

C. Support the inclusion and prepare to engage with parents, explaining how representation reflects inclusivity and diversity.

Most relevant option.

Explanation: This response upholds equity and democratic principles by promoting representation and fostering understanding through open dialogue.



Scenario 4: Language Barriers in Parent-Teacher Communication

A non-native English-speaking parent struggles to engage during a parent-teacher conference. Other staff express frustration, suggesting the parent "needs to learn English."

How would you respond as a teacher?

A. Agree that the parent should learn English to integrate better into the school community.

Not the best option.

Explanation: While language acquisition can help, this stance ignores the immediate need for accessible communication, perpetuating exclusion.

B. Offer to reschedule the meeting until the parent can bring a translator.

Not the best option.

Explanation: While accommodating in part, postponing the discussion delays inclusivity and places the burden entirely on the parent.

C. Arrange for translation services and explore other tools to support ongoing communication.

Most relevant option.

Explanation: Proactively addressing the language barrier ensures inclusivity and equity, aligning with democratic principles of access and participation.

Scenario 5: Religious Practices During School Hours

A Muslim student requests accommodations to pray during school hours, but some staff argue it disrupts the schedule and should not be allowed.

How would you respond as a teacher?

A. Deny the request, as it could set a precedent for other interruptions.

Not the best option.

Explanation: Denying the request marginalizes the student and disregards their right to religious expression, a core democratic value.

B. Allow the student to pray but ask them to keep it secret to avoid controversy.

Not the best option.

Explanation: While accommodating, secrecy promotes stigma and fails to uphold transparency and respect for diversity.

C. Work with the school to create a respectful policy accommodating prayer without disrupting learning.

Most relevant option.

Explanation: This response balances inclusion with practicality, respecting religious freedoms while fostering a supportive environment.



Tool 21. Universal design in learning (UDL) or traditional education?

Aim of the tool

LO2.3B To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations

Description of how to use the tool

This tool will help you better analyse the benefits of universal design in learning by comparing universal design principles with traditional learning principles.

The exercise consists in selecting from a list of 20 factors the 10 aspects which define cultural diversity. The tool can be hosted on an online platform such as GoogleForms. You will use the link to access the exercise. Your goal is to differentiate the principles which reflect universal design in learning from the principles common in traditional learning (education).

Example of exercise: <https://forms.gle/iWdMEXkmYziZSCKa6>

Self-reflection:

- Was it difficult to distinguish UDL principles from principles of traditional education? Why was that?
- What is my personal experience of integrating UDL principles into the classroom? Do I feel the need to? Do I see the benefits?
- How often do I adapt my teaching to accommodate diverse student needs, and in what ways could I make my classroom more inclusive?
- Which principles of Universal Design for Learning (UDL) resonate most with my current teaching practices, and which ones feel challenging to implement? Why?
- Do I prioritize student-centred learning and flexibility in my lessons, or do I rely more on traditional, teacher-centred methods? How does this impact my students?
- How do I assess my students' learning—do I use standardized measures, or do I provide multiple pathways for students to demonstrate understanding?
- When planning lessons, do I proactively consider potential barriers to learning, or do I address challenges only as they arise? How can I plan more effectively?
- What are the downsides of UDL? What are the downsides of traditional education?
- What are the benefits of UDL? What are the benefits of traditional education?

Materials/resources needed

If the online version of the tool is used:

- Computer or smartphone;
- Internet.



Appendix tool 21: Universal Design in Learning (UDL) or Traditional Education?

The list of UDL vs. Traditional education principles:

1. Multiple Means of Representation: present information in diverse ways to accommodate different learning preferences.
2. Multiple Means of Action and Expression: offer various ways for students to demonstrate their knowledge and skills.
3. Multiple Means of Engagement: provide choices to foster motivation and sustained interest in learning.
4. Flexibility: adjust teaching methods and materials to meet the unique needs of all students.
5. Accessibility: ensure all students can access content, regardless of physical, sensory, or cognitive abilities.
6. Use of Assistive Technologies: integrate tools that support learners with disabilities or specific needs.
7. Emphasis on Strengths: focus on students' abilities and potential rather than their limitations.
8. Continuous Feedback: provide frequent, actionable feedback to help students improve.
9. Focus on Process over Product: value the learning journey as much as the outcome.
10. Student-Centered Learning: prioritize the needs, interests, and goals of individual students.
11. Teacher-Centered Instruction: the teacher directs all learning, with students acting as passive recipients.
12. Fixed Curriculum: follow a pre-determined curriculum with little to no flexibility.
13. One-Size-Fits-All Approach: apply the same teaching methods and materials to all students.
14. Focus on Memorization: emphasize rote learning and recall over understanding and application.



15. Standardized Assessment: use uniform tests and evaluations to measure student achievement.
16. Discipline and Order: prioritize maintaining control and enforcing rules over fostering creativity.
17. Limited Use of Technology: restrict the use of tools and technologies in favour of traditional methods.
18. Knowledge Transmission: the teacher delivers knowledge, and students are expected to absorb it.
19. Focus on Results: value grades and test scores over personal development or process-based learning.
20. Authority and Hierarchy: maintain a rigid structure where the teacher holds all authority.

***The principles 1-10 reflect UDL, the principles 11-20 reflect traditional education.



Tool 22. The impact of discrimination, prejudice, and stigma on educational processes or contexts

Aim of the tool:

LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.

Description of how to use the tool

To achieve this learning outcome, the trainee must take the following steps:

Step 1: Build Foundational Knowledge.

Step 2: Conduct Reflective Analysis

Step 3: Test Understanding Through Application

Steps of the activity:

Step 1: Build Foundational Knowledge.

For **building foundational knowledge**, you must first **study**: read academic articles, books, and case studies on topics like discrimination, prejudice, stigma, and their implications in education. Recommended resources:

-UNESCO and UNICEF reports on inclusive education: <https://www.unesco.org/en/inclusion-education>

Articles on critical pedagogy by Paulo Freire: <https://core.ac.uk/reader/234635740>

Research papers on social psychology and education: <https://link.springer.com/journal/11218/articles>

Key Concepts to Learn:

Types of discrimination (racial, gender, socioeconomic, etc.) https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/tackling-discrimination/-/asset_publisher/4a3esYbkst9/content/improving-well-being-at-school

Intersectionality and its impact on educational outcomes. [https://one.oecd.org/document/EDU/WKP\(2023\)17/en/pdf](https://one.oecd.org/document/EDU/WKP(2023)17/en/pdf)

Stigma theory and its role in shaping classroom dynamics. <https://doi.org/10.1080/01612840.2024.2367147>

Engage with case studies and real-world examples.

You should find documented examples where discrimination or stigma affected educational environments (e.g., marginalization of minorities, bullying due to prejudice).

Reflect on the outcomes and systemic causes of these scenarios.

Examples:

<https://school-education.ec.europa.eu/en/discover/news/creating-safe-and-inclusive-schools-lgbt-youth>

<https://www.euronews.com/video/2023/12/15/why-does-denmark-have-one-of-europes-lowest-rates-of-bullying>

Step 2: Conduct Reflective Analysis

For **reflective analysis**, you **might** use journaling, write reflections on personal experiences or observations of discrimination or prejudice in educational contexts.

Self-reflection

How does prejudice manifest in schools or classrooms?

What role does stigma play in peer interactions or teacher-student dynamics?

What systemic factors perpetuate or mitigate these issues?

Using Analytical Frameworks

- Bronfenbrenner's Ecological Systems Theory: Explore how societal, institutional, and individual factors intersect.
- Critical Race Theory: Examine the role of race and systemic bias in educational outcomes.
- Social Identity Theory: Analyse group dynamics and identity-based discrimination.

Practice

You should apply these frameworks to evaluate specific situations or hypothetical scenarios.

OR

Simulate Real-world Scenarios

- What-If Analysis:
Hypothetically, redesign educational policies to address specific discriminatory practices.



Step 3: Test Understanding Through Application

- Problem-Solving: elaborate strategies to address discrimination or stigma in educational contexts, grounded in your learnings.
- Evaluate Impact: reflect on how these strategies could be implemented and on their potential outcomes.

Alternative application

After having **built foundational knowledge** and carried out **analyses** of case studies, seek alternatively, diverse perspectives by

- Watching documentaries or reading narratives from those impacted by educational discrimination (e.g., **He Named Me Malala**, accounts of school desegregation).
- Carrying out informal discussions with peers, educators, or community members to understand their experiences, giving rise to possible problem-solving strategies.
- Conceiving problem-solving strategies to be applied in your own contexts.



Tool 23. Reflection on and support for gender diversity.

Aim of the tool

LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.

This tool aims to create schools where everyone feels included and respected. It is important to understand the many sides of gender diversity. Gender identity, gender expression, biological sex, and sexual orientation are all connected and shape how students see themselves and interact with the world.

Description of how to use the tool

Here is a simple framework ‘the genderbread person’ to help you reflect and provide support (see appendix tool 23)

Instruction of how to use of the tool

Step 1:

Gender Identity refers to a person's deeply held sense of their own gender, which may or may not align with the sex assigned to them at birth.

Self-reflection:

- Do I understand that gender identity exists on a spectrum and may include identities beyond male and female (e.g., nonbinary, genderqueer)?
- Am I fostering an environment where students feel safe to explore and express their gender identities?
- How do I address situations where students may be questioning their gender identity?

Supportive Strategies:

- Always honour and respect a student's self-identified gender, using their chosen name and pronouns.
- Create classroom opportunities for learning about diverse gender identities through literature, history, and social studies. And provide access to counsellors or support groups specializing in gender identity and LGBTQ+ issues.

Step 2:

Gender Expression refers to the external presentation of gender through clothing, hairstyle, behaviour, voice, and other characteristics.

Self-reflection:

- How do I react to students whose gender expression defies societal norms or expectations?
- Are there any biases I hold regarding how students “should” present themselves based on perceived gender?
- Does my school allow students to express their gender freely, or are there restrictive rules (e.g., dress codes)?

Supportive Strategies:

- Advocate for flexible dress codes that allow students to express their gender without fear of punishment. Emphasizing that there is no “right” way to look or act based on gender.
- Address bullying or teasing related to gender expression promptly and effectively, emphasizing respect for individuality.

Step 3:

Biological Sex refers to physical attributes such as chromosomes, hormones, and reproductive anatomy, traditionally classified as male, female, or intersex.

Self-reflection:

- Am I aware of the difference between biological sex and gender identity?
- How do I address misconceptions or assumptions about biological sex in health education or other subjects?
- Do I recognize the experiences of intersex individuals in my teaching or policy-making?

Supportive Strategies:

- Use inclusive language in discussions about biology, such as “people with ovaries” or “people with testes,” rather than assuming binary terms.



- Include information about intersex individuals in health or biology lessons to normalize diversity in biological sex.

Step 4:

Sexual Orientation refers to whom a person is attracted to emotionally, romantically, or sexually. It is distinct from gender identity and expression.

Self-reflection:

- Do I foster a classroom environment where students feel safe to share or explore their sexual orientation if they choose?
- How do I respond to homophobic or derogatory language among students or staff?
- Am I prepared to challenge stereotypes or misconceptions about sexual orientation when they arise?

Supportive Strategies:

- Incorporate inclusive examples of diverse families and relationships in classroom discussions and materials and provide visible signs of support, such as ally stickers, safe space signs, or participation in awareness campaigns.
- Celebrate LGBTQ+ representation in curricula, such as by highlighting historical figures, authors, or scientists who were part of the LGBTQ+ community.

References:

Cavaria. (n.d.). Genderkoek. çavaria. <https://cavaria.be/genderkoek>

ILGA Portugal. (n.d.). Schools OUT. ILGA Portugal. <https://www.ilga-portugal.pt/projetos/schools-out>

Bilitis Resource Center. (n.d.). School cycle. Schools Out. <https://schools.bilitis.org/school-cycle>

Appendix tool 23: The Genderbread Person

The Genderbread Person

Gender doesn't always mean either / or; it can often be a mixture of different factors and characteristics. Here is a guide designed to help you understand a little more about gender identity.

Gender Identity

Gender identity refers to how you think about yourself. Rather than your biological sex. Some people may be born Male and prefer to identify as Female. Some people do not identify as any gender at all, and may refer to themselves as agender or non-gendered.

Gender Expression

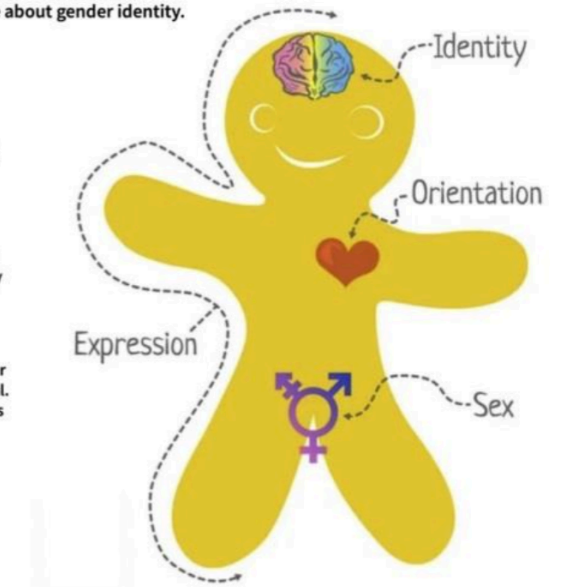
This is how your gender is presented through your physical appearance, actions and demeanor. This can often be based on "gender norms" or the way our society perceives gender.

Attraction

This is the type of person you are generally attracted to; this can determine your sexual orientation. Attraction can be emotional, sexual, physical and/or spiritual. Some people don't experience sexual attraction and may refer to themselves as asexual.

Biological Sex

This is usually determined by birth, based on observation of genitals. Chromosomes, hormones, genes and internal sex organs also contribute to the makeup of your biological sex.



Everyone is unique and nobody should be pressured into deciding their identity; identity can change throughout your life, so there is no need to panic or feel like you don't fit in. Everybody is different and this needs to be both respected and celebrated.



Tool 24. Consensus~ Let's listen!

Aim of the tool

LO3.3B. To implement self-reflecting and negotiating techniques to build consensus in educational contexts.

This tool aims to achieve consensus, you need to practice active listening during the process. Active listening is a complex behaviour that requires specific skills. This tool will help you to develop those skills to be able to maintain the dialog, decode the message, strengthen the relations, and build a common understanding.

Description of how to use the tool

The tool is based on the Chinese pictogram that represents the world listen. Each section of the pictogram has its meaning, and you can explore and practice them.

Step 1. Explore the pictogram and get familiarized with each part

Step 2. Read the short definition and tips for each part

Step 3. Practice it in your next conversation with somebody

Short description

Listening is more than mere hearing. It requires engaging with the partner in dialogue, exchanging messages and feedback, and building a consensual meaning. The Chinese pictogram consists of five parts, each has to be accomplished through specific skills and actions. The parts are:

- Ears – the ability to participate in conversation
- Eyes – decoding non-verbal behaviour and meanings
- Undivided attention – abilities of reassurance
- Heart – empathy and validation skills
- King (intellect)- decoding messages

On the next page, you can explore each dimension of active listening.

1. **Ears.** Listening starts with hearing the partner and confirming to him/her that you are there to participate in the conversation. Positioning yourself in listening relation means to adopt some specific verbal and non-verbal behaviours. So, try to check that you are aware of:

- The distance between you and your partner (an arm's length in most European countries);
- The posture (relaxed);
- Visual contact (regular);
- Your facial expression (matching your emotions);
- Your voice (volume and pace);
- Your movement.

The main objective is to construct a dialogue relation that is useful and nonaggressive.

2. **Eyes.** Non-verbal behaviour is essential. You should check it regularly and try to observe patterns of movement and gestures. Keep in mind that facial expressions and tone of voice convey more information than words. Check the signs of stress that could signal a confrontation and try to cool down the tone.

3. **Undivided attention.** We need to reassure our partner that we are there, involved, and trying to reach a solution. So, we need to convey messages that keep the dialogue running. During negotiation, we must show our partners that we understand them and that we positively perceive them. We must express those feelings and make positive remarks. Some examples of reassuring statements are: "I like your explanation!", "Thank you for saying this!", "I see that you are trying to reach a solution" or "I know it is difficult for you to say this!". All these statements are not part of the solution but reassure our partner that we are listening to them, and we understand their emotions and thoughts.

4. **Heart.** Any assertive dialogue is based on empathy and validation. The validation means that we acknowledge their emotions and behaviour. The validating statements are those that convey the message of unconditional acceptance and non-judgmental attitude. A consensus is difficult to reach in a confrontational atmosphere where the partners feel disregarded and judged negatively. Usually, the validating messages are in connection with those of decoding (see below examples).



5. **Intellect.** Decoding verbal messages in real-time is not an easy task and requires a lot of intellectual engagement. In a positive dialogue framework, decoding has two meanings:

- To decode what it is said. To build a shared meaning it is useful to paraphrase, summarize, and ask questions. Paraphrasing means that you are reformulating the issue and asking for validation. In summarizing we could directly check if our understanding is correct.

- To decode the emotion of the partner and connect it with the behaviour or message. The role of emotion is that we use a model in which the behaviour (even verbal one) is based on the emotions, that are determined by the cognitive interpretation of a (stressful) situation. We are in contact with only the behaviours, so we must try to go backward and decode the emotion and validate the thought. Validation doesn't mean that we are accepting the behaviors but that we are understanding the motives of it from our partner's point of view. Some examples of statements that are decoding and validating are:

1. You feel frustrated that things are not going as they should
2. You seem bothered. I understand what the stakes for you are
3. You feel lonely. You think that nobody puts an effort to make it work

The first part means to decode the emotion. The second part is to connect the emotion with the prevalent cognition.

Self-reflection.

Tips for your next conversation:

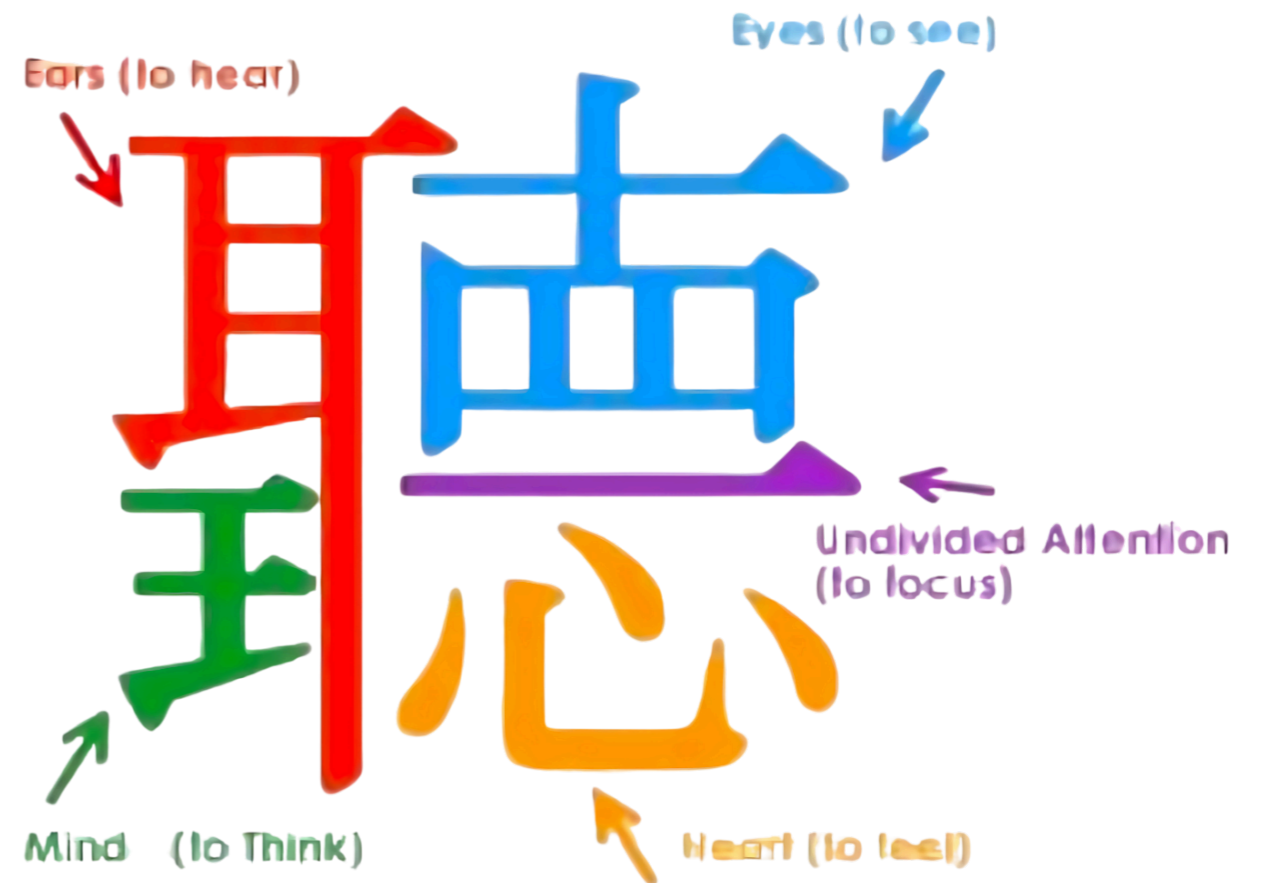
- Be aware of the context.
- Adjust your position, gestures, and facial expression. Try to convey positive messages.
- Reassure your partner that you are engaged in dialogue by responding, feedback, and reassuring statements.
- Show an open and positive attitude, based on unconditional acceptance and a non-judgmental attitude.
- Try to decode and validate the verbal messages by identifying the underlying emotions and possible cognitions that are generating them.
- Paraphrase and reformulate to check if you understood correctly the messages.



Billington, S., & McKay, S. (2022). Chapter 4: Getting the audience to listen. In Public speaking. SLCC Pressbooks. <https://slcc.pressbooks.pub/comm1020/chapter/chapter-4/>

Martins, J. (2025, May 24). Effective active listening: Examples, techniques & exercises. Asana. <https://asana.com/resources/active-listening>

Appendix tool 24: Consensus 'Let's listen!' Chinese model





Tool 25. Reframing perspectives through empathy

Aim of the tool

LO4. 1B. To analyse the relationships between beliefs, needs, emotions, and behaviors for explaining the human differences in reactions and attitudes.

There is a complex interdependence between thought, feeling, and behaviour. A particular interpretation of a situation generates specific feelings which predispose to a specific behavioural reaction.

The first, immediate interpretations (automatic thoughts) of situations depend on our mindset, our perceptual set, which is prescribed by our system of beliefs. Different people develop different beliefs throughout childhood and adolescence due to varying cultural and social values and norms, upbringing customs, educational and disciplinary practices, and diverse life experiences. Thus, their interpretations of the same event may differ. When we practice empathy, we perceive the situation from another person's perspective and interpret it from their mindset. This might generate a different range of emotional and behavioural reactions.

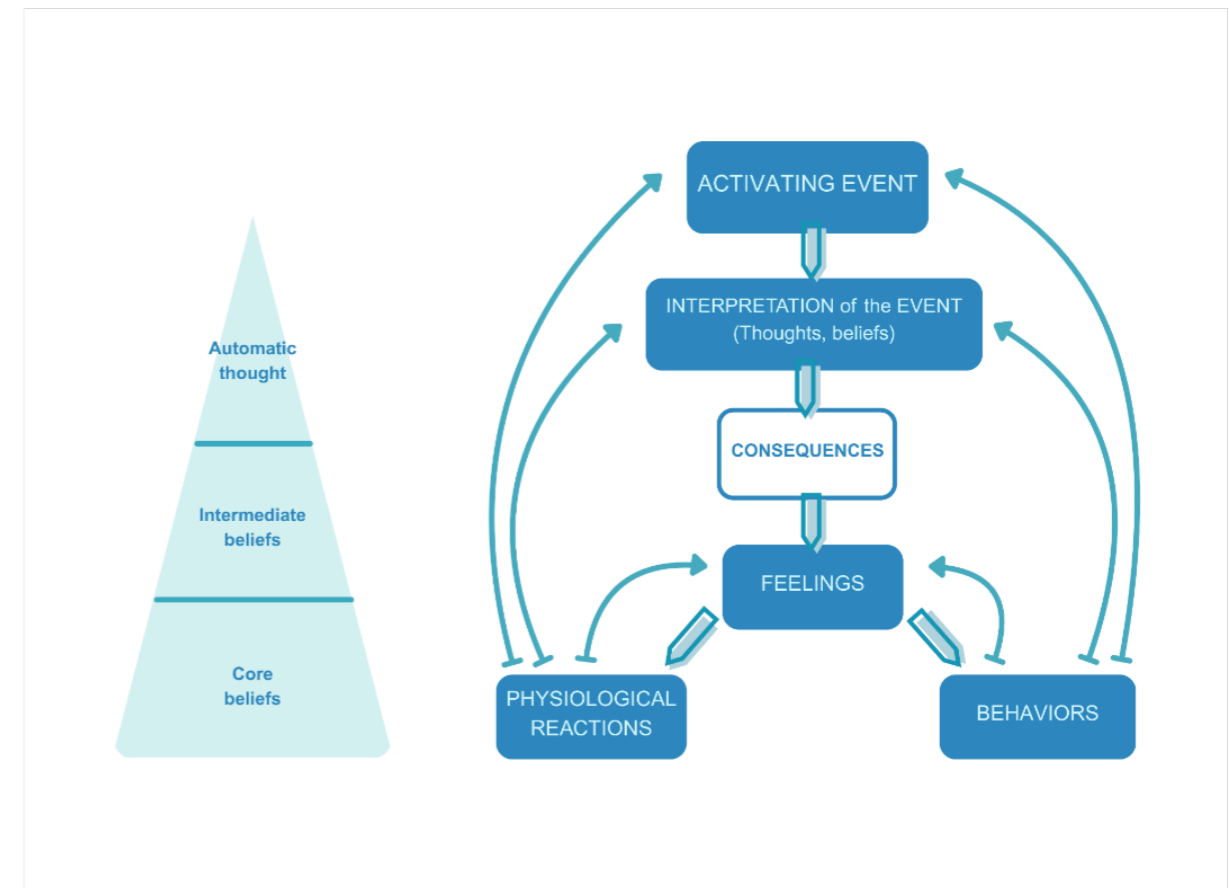
This tool teaches how to become empathic and to explore a situation from other perspectives. This will help you become more flexible, and understanding, and less prone to prejudice and discrimination.

Description of how to use the tool

Step 1: a stressful or conflictful situation with another person

Select a situation in which you have a stressful or conflictual interaction with another person. Use the next model (Fig. 1) to review that situation, and to recollect your thoughts, emotions, and behaviours.

- A (activating event): Where? When? Who? What?
- B (beliefs): What thought/image first come into your mind?
- C (consequences):
- Feelings: How did that make you feel?
- Physiological reactions: How did that feel in your body?
- Behaviors: What did you do?



Tool 25 - Figure 1: Cognitive ABC model

Step 2: Reflection questions:

Why do you consider valid your immediate interpretation of the situation?

You think so because you know you are ...

You think so because you know people/men/women are ...

You think so because you know the world/life is ...

Is your interpretation a fact or an opinion?

Step 3: Change the perspective(s)!

- **Is your interpretation the only one possible?**
 - Reflect on whether your immediate interpretation is shaped by your personal beliefs, cultural norms, or life experiences.



- Ask yourself: "Am I viewing this situation through a cultural lens that might differ from others'?"
- **Would another person interpret the situation differently? Why?**
 - Consider how someone from a different cultural, social, or personal background might perceive the same event.
 - Example: "In my culture, direct eye contact is a sign of respect, but in another culture, it might be perceived as confrontational. How could this difference affect interpretations?"
- What could generate the differences in interpretation and reactions?
 - Explore factors like:
 - Cultural Norms: How do societal values, traditions, and upbringing shape our expectations and responses?
 - Social Roles: How do gender, age, or professional roles influence our views?
 - Life Experiences: How might past experiences lead to varied emotional or behavioral reactions?
- Reflection Prompt:
 - "What cultural or personal biases might have influenced my initial interpretation?"
 - "How could understanding another perspective help me respond with greater empathy and flexibility?"

Step 4: Feel the difference!

Try to focus on a different, alternative interpretation (cognition) of the situation, and reflect on how this generates changes in your feelings and behaviours.

Self-reflection:

- What did I learn about my immediate interpretations?
- How did exploring alternate perspectives change my feelings or behaviors?



Tool 26. Exploring cultural mindsets

Aim of the Tool

LO4.2B. To explain how different social and cultural backgrounds create different mindsets and values for explaining human differences in attitudes and reactions

This tool helps you first reflect on your own cultural patterns and communication assumptions and then create an empathy-based roadmap for understanding someone from a different cultural background. It fosters intercultural awareness, perspective-taking, and communication flexibility.

Description of how to use the tool:

This tool is structured in two phases:

Phase 1: Recognizing Your Own Cultural Lens

This first phase guide you in identifying your own patterns and internalized cultural expectations in communication.

Step 1: Choose a Cultural Focus Area

Select one of the following cultural dimensions. You may return to explore the others over time.

- Expression of feelings;
- Relationship to authority/hierarchy;
- Direct vs. indirect communication styles.

Step 2: Self-Assessment Questionnaire

Rate yourself for each following affirmations using a scale from 1 (Rarely) to 5 (Always):

Affirmations	Rating (1–5)
I am aware that my cultural background shapes the way I communicate and interpret others.	
I consider that others may express care, respect, or emotions differently than I do.	
I try to understand differences before judging them.	
I can flex my communication style in response to others' values or norms.	
Even in moments of discomfort, I try to stay connected when cultural difference appears.	

Step 3: Reflective Prompts
Answer at least two of the following:

- What cultural values most shape how I communicate and connect?
- When do I tend to label something as “wrong” or “strange”?
- What personal needs or values might be behind those judgments?

Phase 2: Mapping an Empathic Journey into Another Culture

In this second phase, you will develop a plan for understanding someone from a different cultural background with curiosity and care.

Step 1: Choose a Culture to Explore

You may choose a group based on experience or interest, for example:

- A parent profile (e.g. migrant, rural, conservative);
- A student profile (e.g. urban, minority, authority-averse);
- A colleague or team profile (e.g. religiously devout, elder, tradition-based).

Step 2: Design an Empathic Exploration Plan

Use the following reflection topics to explore the culture and prepare to connect with it more consciously:

Self-reflective topic	Your Response
What is the historical/social background of this group?	
How are values like respect, help, and boundaries expressed?	
How is conflict managed or avoided?	
How do I usually feel when interacting with this cultural group?	
What assumptions or biases might I carry?	
What can I read / listen to / ask to understand better?	
What values of mine can support meaningful connection?	



Step 3: Write a Cultural Intention Statement

“To connect more deeply with this culture, I intend to adopt ___ as a guiding approach. This will help me stay true to the value of ___ while supporting the need for ___.”

Suggestions for Use and Adaptation

Teachers may use this tool as a preparation or reflection aid before engaging with families or communities whose cultural backgrounds differ from their own. It can also support professional development sessions focused on inclusive communication and culturally responsive teaching.



Tool 27. Grounded empathy mapping

Aim of the Tool

LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.

This tool fosters both emotional connection and physical awareness, integrating Nonviolent Communication (NVC) principles with bodily presence.

Description of how to use the tool

Preparation:

- Find a quiet space where you can either sit or stand comfortably. If possible, ensure minimal distractions.
- Have the provided materials ready: empathy prompts and two blank sheets. (or print out Empathy Mapping Worksheet if possible).

Step 1: Grounding Exercise (Physical Awareness):

- Begin by standing or sitting with your feet flat on the ground.
- Close your eyes and take three deep breaths. With each breath, feel the connection between your body and the earth.
- Pay attention to physical sensations: tension, relaxation, warmth, or coolness.

Step 2: Empathy Mapping:

- Use the provided prompts to explore the following:
 - What am I observing in the other person? (Separate observations from judgments.)
 - What feelings might they be experiencing?
 - What needs might underlie those feelings?
 - How can I express my understanding with compassion?
- Stand up and "step into their shoes" by physically moving into another position or walking briefly. Imagine what it might feel like to be them. Use the prompts again for the other.

Step 3: Personal Reflection:

- Return to your original position.
- Reflect on your own feelings and needs during the interaction. Use self-empathy to understand your perspective while staying connected to the other person's experience.

Step 4: Plan of Action:

- Write down one actionable strategy for showing empathy in your next interaction.

Self-Reflection:

- "What did I notice about the connection between physical grounding and emotional awareness?"
- "How did stepping into the other person's perspective shift my understanding?"
- "What will I do differently next time to enhance empathy in my interactions?"

Materials/Resources:

- Empathy Mapping Worksheet: Includes sections for "Observations," "Feelings," "Needs," and "Requests."
- Optional: Voice Record for Grounding Prompts
- Optional: A small mirror to practice observing facial expressions during self-reflection.
- Appendix



Appendix tool 27: Grounded empathy mapping

REQUEST	How can I express my understanding with compassion?
NEEDS	What needs might underlie those feelings?
FEELINGS	What feelings might they be experiencing?
OBSERVATIONS	What am I observing in the other person?

AS MYSELF



What am I observing in the other person?	OBSERVATIONS
What feelings might they be experiencing?	FEELINGS
What needs might underlie those feelings?	NEEDS
How can I express my understanding with compassion?	REQUEST

AS OTHER



Tool 28. Keep a dialogue going on

Aim of the tool

LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.

Description of how to use the tool



Introduction

We all experience that certain things a person says affect us. A colleague, a parent, a pupil, ... might say something to you that is hard to hear. After this, it's not always easy to continue to listen actively and empathetically, as you might take the message too personally, you might react impulsively and defensively, leaving no room for the other person to continue speaking honestly, from his feelings and needs. It's hard to keep the dialogue going on and really understand each other.

The aim of the tool is to support you in such situations, to keep the dialogue going on. It supports you to do a **self-check** and be aware of how you listen to the message or how the message affects you. It supports you to try to experience and understand your own feelings and needs (self-empathy). This inner process allows you to better regulate responses and avoid reacting impulsively or defensively. It stimulates your ability to pause and reflect before responding, allowing us to give more thoughtful responses. Furthermore, it supports you to **invite the other person to speak honestly**, from his feelings and needs and really understand them (empathy).

Description of how to use the tool

Use this tool for self-reflection. You reflect on a situation where someone said something that was hard for you to hear. It was difficult to keep the dialogue going on. Follow the steps on the poster to reflect on the situation. Take in mind when using the poster:

- We use images of the jackal and the giraffe as a metaphor for the way we communicate.
-  The jackal is judgmental, critical, defensive, impulsive.  The giraffe communicates from the heart and has the intention to connect.
- This exercise stimulates you to be aware of the 4 possible ways of hearing a message^a, moving from the jackal-talk, or blaming yourself and/or the other, towards the

giraffe-talk, or self-empathy and empathy. Self-empathy is an important first step to better regulate your responses. Moving towards (self-)empathy means you have the intention to connect, you want to understand your and the other person's feelings and needs, to keep the dialogue going on.

- Take in mind that it is useful to allow yourself to 'blame' the other or yourself before moving towards (self-)empathy, to let go of this energy, to get it out of your system.
- In responding to a similar situation, you can try to integrate the 3 elements (observations, curiosity for feelings and empathy for the needs of the other) into your response, as suggested in the 4th way of hearing a message (empathy), to invite the other to speak honestly, from his feelings and needs.

Materials/resources needed

Poster 'keep a dialogue going on'. You can print the poster and hang it up in your school environment.

Self-reflection (ideas to support further personal growth and improvement).

- Is the awareness of how I hear messages and respond to situations growing?
- Is the awareness of my own feelings and needs in situations growing?
- In what way does this affect the way I respond to situations?
- How am I growing in being empathic towards myself and the other? In really understanding the feelings and needs?
- How am I growing in keeping a dialogue going in, where I invite the other to speak honestly, from his feelings and needs.

^a Based on the theory of Non-violent communication of Marshal B. Rosenberg



Appendix tool 28: Keep a dialogue going on



KEEP A DIALOG GOING ON

I receive a message: what did the other person say that was hard for me to hear?

How am I hearing this message?
Move from left to right, listening to the message in the 4 ways.



Blaming the other

*"It's your fault!"
"You did something wrong"*

What are possible thoughts or judgements I have towards the other?



Blaming myself

*"It's my fault!"
"I did something wrong"*

What are possible thoughts or judgements I have towards myself?



Self-empathy

"I'm feeling... because I need..."

What and where do I feel something?
What are underlying feelings?
What is my need?



Empathy

"Are you feeling... because you need..."

What might be underlying feelings and needs of the other?
When responding, I can integrate 3 elements:

- Observations:
"I hear you say..."
- Curiosity for the feelings:
"Are you maybe feeling..."
- Empathy towards the needs:
"Because you need..."



Tool 29. The six thinking hats for setting boundaries

Aim of the Tool

LO5.3B. To promote valuing and considering everybody's needs in decision-making, to preserve cooperation and the living/working together desiderate.

You will be able to identify your personal boundaries, develop strategies for communicating your boundaries assertively, gain a deeper understanding of the impact of boundaries on relationships and apply the Six Thinking Hats tool to various ambiguous or conflictual situations

Description of how to use the tool

Introduction

The Six Thinking Hats tool helps to explore all aspects of an issue, ensuring that we don't overlook anything important. By using each hat, you can:

- **Avoid bias** by making sure you look at the problem from different viewpoints.
- **Make better decisions** because you're considering not just the facts but also emotions, risks, and creative solutions.
- **Improve communication** because it encourages structured thinking and helps you express ideas clearly, especially in group discussions.

Using the The Six Thinking Hats step by step

1. Define the Boundary: Clearly articulate the boundary I want to set. Be as specific as possible about what I will and will not tolerate.

2. Assign Hats: Assign each hat to a different aspect of the boundary-setting process:

* **White Hat:** Focus on the facts related to the situation. What are the specific behaviours or actions that make me uncomfortable?

* **Red Hat:** Explore my emotions and feelings about the situation. How does this boundary violation make me feel?

* **Black Hat:** Identify the potential negative consequences of setting or not setting this boundary. What are the risks involved?

* **Yellow Hat:** Consider the positive outcomes of setting this boundary. How will it improve my well-being?

* **Green Hat:** Brainstorm creative ways to communicate my boundary and enforce it. What are some alternative approaches?

* **Blue Hat:** Summarize the discussion and create an action plan. What are the specific steps you will take to implement this boundary?

3. Facilitate a Structured Discussion: Guide the discussion by asking questions related to each hat.

4. Record Ideas: Keep a record of the ideas generated during the discussion. This will help to identify patterns and develop a comprehensive action plan.

5. Create an Action Plan: Develop a specific plan for how to communicate the boundary to others and enforce it.

Example Scenario Dialogue: Setting a Boundary with a colleague

Problem: A colleague regularly asks you to take on extra tasks, even when you are busy with your own work.

Dialogue:

Colleague: "Hey, I know you're busy, but could you help me with this task? I really need it done today."

You (White Hat): "You've asked me to help with extra tasks five times in the past two weeks, and I've done my best to assist."

You (Red Hat): "But honestly, I'm feeling overwhelmed and stressed with my own work when I keep taking on extra tasks."

You (Black Hat): "If I continue saying yes, I'll fall behind. You might think I'm not being supportive, and it could affect how we work together."

You (Yellow Hat): "Setting some boundaries here will allow me to focus better on my work, reduce my stress, and I'll still be a good team player."

You (Green Hat): "Maybe we can set clear expectations about when you need help. If you give me a heads-up in advance, I'll see if I can fit it in. We could also ask someone else if I'm unavailable."

You (Blue Hat): "So from now on, I'll let you know when I can help and be clear about my workload. That way, you'll know when it's possible for me to assist."

Colleague: "Alright, I understand. Thanks for letting me know. I'll try to ask earlier next time."

You: "Great! Let's try to work it out together."

Suggestions for adapting in classroom with pupils

- **Group Discussions:** Use the hats to guide students through setting and respecting boundaries in a fun, organized way. Assign each student a hat to encourage participation and different perspectives.



- **Resolving Conflicts:** Apply the tool when addressing disagreements or challenges in the classroom to help students think through solutions together.
- **Journaling:** After using the tool, let colleagues students reflect on what they learned and how they might use the strategies in real life.

For Professional Collaboration or Parent-Teacher Meetings

- **Staff Problem-Solving:** Use the hats during team meetings to work through issues or brainstorm ways to support students effectively.
- **Conversations with Parents:** Adapt the technique to discuss boundaries or expectations in a clear, respectful, and solution-focused ways.

Materials/Resources needed

Poster (see appendix) in colour (in landscape) of the six thinking hats. You can print the poster and hang it up in your school environment.

Bibliography:

- de Bono, Edward. Six Thinking Hats. Little, Brown and Company, 1985.
- MindTools. "Six Thinking Hats: A Tool for Group Discussion and Individual Thinking." https://www.mindtools.com/pages/article/newCT_07.htm

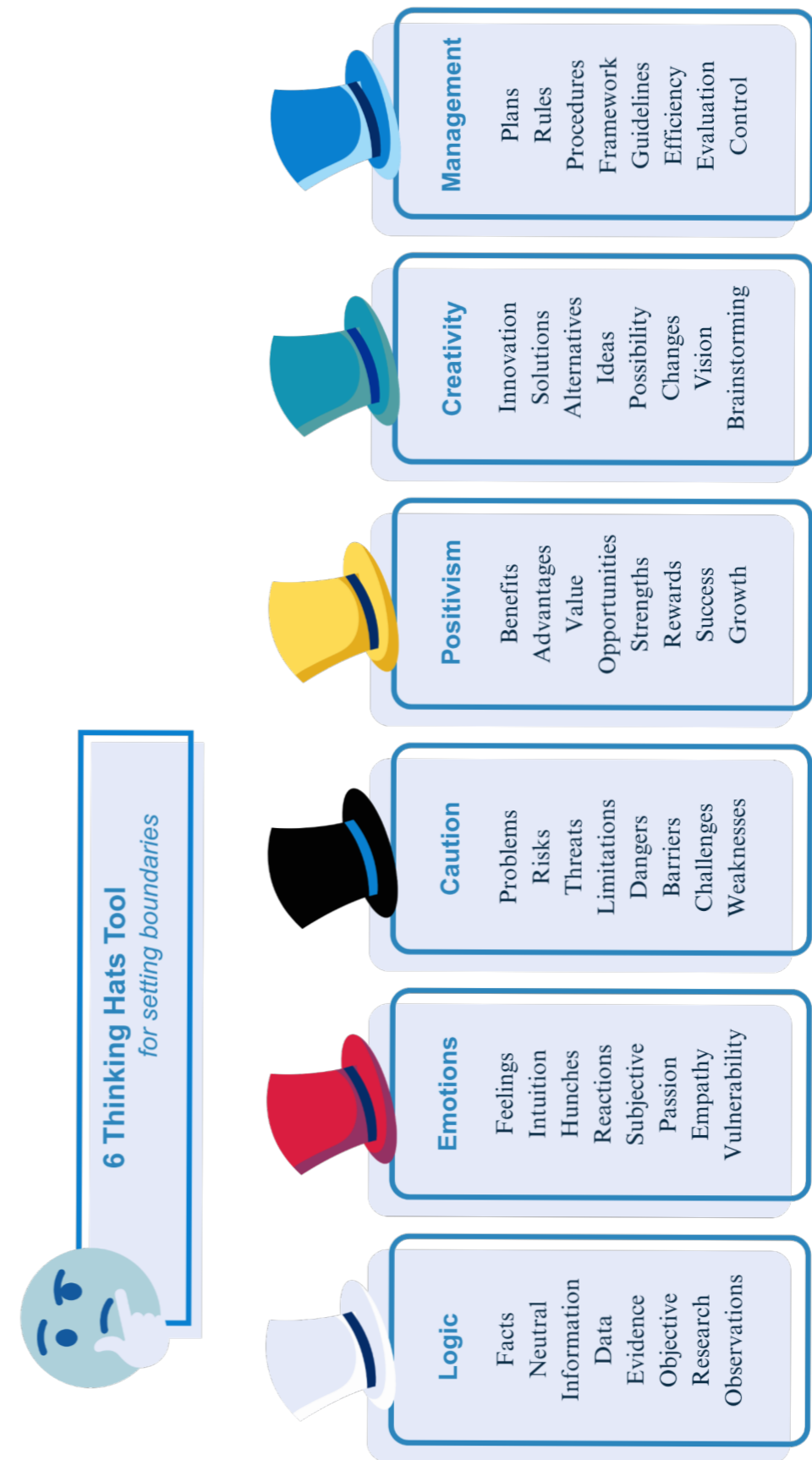
The Six Thinking Hats by Edward de Bono for Collecting Feedback

https://youtu.be/5Yi7G2-UgIM?si=FbSFBYaioD6m_8_j

Self-Reflection:

1. How did using the Six Thinking Hats technique help me think more clearly about setting my boundaries?
2. Which "hat" felt the most challenging for me to use, and why?
3. What actions will I take next to put my boundary-setting plan into practice

Appendix tool 29: The six thinking hats for setting boundaries





Tool 30. Consent-based decision-making model (CDMM)

Aim of the tool

LO5.3B - To promote valuing and considering everybody's needs in decision-making, to preserve cooperation and the living/working together desiderate.

Description of how to use the tool

This tool introduces the Consent-Based Decision-Making Model (CDMM) to foster inclusive and efficient group decision-making. By emphasizing consent over consensus, trainees will learn to address objections constructively and collaborate effectively to find solutions that accommodate diverse needs.

How to use the tool

Step 1: Clarify the proposal

Present a proposal or issue to the group.

Ensure all trainees understand the proposal by asking clarifying questions.

Step 2: Gather Reactions

Ask trainees to share their initial thoughts or emotional reactions.

This step focuses on understanding perspectives, not debating or evaluating.

Step 3: Refine the Proposal

Use the feedback to collaboratively adjust the proposal.

Encourage trainees to suggest improvements that address diverse concerns.

Step 4: Conduct a Consent Round

Go around the group and ask if anyone has "paramount objections" to the refined proposal.

Explain that the goal is not perfection but to find a solution everyone can live with.

Ask this question: "Is it ok for you to move forward with this decision?"

Step 5: Resolve Objections

If objections are raised, work collaboratively to address them.

Treat objections as opportunities to refine the proposal further.

Step 6: Finalize the Decision

Once objections are resolved, finalize the decision.

Confirm that the group accepts the outcome as a viable solution, even if it's not ideal for all.

Suggestions for adapting

- **Classroom Use:** Modify the language and simplify the steps for students. Use scenarios they can relate to, such as planning a class project.
- **Professional Collaboration:** Apply CDMM during team meetings to make collective decisions. Focus on aligning diverse perspectives to meet organizational goals.
- **Parent-Teacher Meetings:** Use this tool to discuss and resolve issues collaboratively, ensuring both teachers' and parents' perspectives are valued.

Self-Reflection:

- How effectively did I incorporate diverse needs?
- What did I learn about addressing objections constructively? How did this process impact group dynamics and trust?

Materials/resources needed:

- Poster 'step by step decision making consent-based model CDMM' for group discussion. You can print the poster and hang it up in your school environment when working on CDMM. You can also project it in a digital way. You can also make a booklet of it.
- Whiteboard/flipchart for visualizing feedback and adjustments.



Appendix tool 30 Consent Decision Making Model CDMM

6 Step Decision-Making Consent-Based Model (CDMM)

Step 2 Gather Reactions

- Participants share initial thoughts without debating.

STEP 4 CONSENT ROUND

- Check for any paramount objections.
- Ask “Is it ok for you to move forward with this decision?”

STEP 6 FINALIZE THE DECISION

- Confirm the final decision with group consent.

Step 1 Clarify the Proposal

- Present the proposal to the group.
- Ensure all ambiguities are clarified through questions.

STEP 3 REFINE THE PROPOSAL

- Adjust the proposal based on feedback to address concerns.

STEP 5 RESOLVE OBJECTIONS

- Collaboratively address objections, treating them as opportunities for improvement.



Introduction to Grade C

Grade C encourages trainees' strategic and transformative engagement, marking the highest level of professionalisation. This level is about strategic thinking, innovation, and leadership. Teachers apply knowledge and design, promote, and advocate for new solutions based on critical (self)reflection, inclusive practice, and systemic change, becoming visionary leaders in their field with expert-level skills and leadership capacity.



Figure 11. Teacher Toolkit: Grade C. Tools 31 to 45



Tool 31. The RESET Protocol

Aims of this tool

LO1.1C: To identify opportunities for incorporating human rights into educational contexts, effectively advocating for inclusive policies and practices, and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.

LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values

- To empower you to respond to conflict or stress with awareness, empathy, and composure.
- To cultivate a reflective mindset, enhancing your ability to make value-driven decisions.
- To promote inclusive and non-discriminatory communication, even in high-tension or emotionally charged moments.
- To support teacher well-being, prevent burnout, and enhance emotional resilience.
- To model respectful, cooperative conflict-resolution strategies for students, colleagues, and families.
- To contribute to a human rights-based educational climate.

Description of how to use the tool:

The **RESET Protocol** is a quick, self-applied mental and emotional framework that anyone can use in real-time or shortly after challenging interactions. This method is especially effective in emotionally charged situations where reactions might otherwise be impulsive, defensive, or misaligned with one's values and professional intentions.

Use this tool as a daily practice, a momentary intervention, or a reflective routine to develop greater emotional awareness, professional composure, and values-based decision-making.

When is it recommended and helpful to use RESET

- In the moment of conflict (e.g., during a student outburst, disagreement with a colleague, or parent confrontation);
- Before responding to a stressful email or message;
- After a difficult class, to decompress and regroup;
- As a routine check-in at the start or end of the day;
- During team meetings or coaching sessions, to model calm leadership.

Steps

1. R – Recognize

- Pause and notice what you're feeling. Label the emotion. (“I’m feeling anxious/irritated/overwhelmed.”)

This step helps create emotional distance and awareness.

2. E – Exhale

- Engage in a short breathing technique to calm your nervous system.
- Try Box Breathing: Inhale (4s) → Hold (4s) → Exhale (4s) → Hold (4s)
- Repeat 2–3 times to regain calm and presence.

3. S – Scan

- Observe what’s happening objectively. Focus on facts, not assumptions. (“What did the student say? What behaviour occurred? What is the context?”).

4. E – Evaluate

- Reflect: What are my options? What response aligns with my values and the needs of this moment? (“How can I respond respectfully and constructively?”).
- Use your professional compass to guide your choice.

5. T – Take Action

- Act with clarity, confidence, and compassion. Communicate calmly, using solution-oriented language. (Example: “I understand you're upset. Let's find a way to work through this together”).



Tool 32. The five lenses of inclusion

Aims of the tool:

LO1.2C To analyse the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting.

This tool aims:

- To increase awareness of how human rights principles impact students' educational access and experience.
- To identify barriers (visible or hidden) that limit equity, participation, or respect in educational settings.
- To guide the development of inclusive policies, teaching strategies, and classroom practices.
- To empower teachers as advocates for educational justice and social inclusion.
- To promote reflection and accountability for sustaining inclusive, rights-based environments.

Description of how to use the tool:

This tool is best used as a reflective journaling exercise, team discussion framework, or planning guide for inclusive practice.

It follows a 5-step inquiry process, each mapped to a lens through which the educator examines their teaching and context.

Step 1: I – Identity awareness

- Identify who is seen, heard, and valued in your space — and who may not be: *Who are my students? What diverse identities do they hold (culture, language, gender, ability, socioeconomic background)?*

Step 2: N – Needs recognition

- Reflect on systemic and individual barriers that may affect access, participation, or well-being. *What are the specific needs and challenges of marginalized or underrepresented groups in my classroom or school?*

Step 3: C – Curriculum & content audit

- Evaluate whether your curriculum upholds or neglects human rights themes (e.g., dignity, equity, justice, freedom, participation). *Does my teaching content reflect diverse voices, histories, and experiences?*

Step 4: L – Learning environment evaluation

- Consider language use, seating, visuals, disciplinary practices, groupings, routines, and classroom norms. *Does my classroom promote inclusion, psychological safety, and belonging for all students?*

Step 5: U – Uplifting action planning

- Plan small, sustainable changes in policy, language, pedagogy, or partnerships. Examples: diversify reading lists, co-create class rules, redesign assessment tools, propose staff training on equity. *What is one concrete action I can take to make my practice more inclusive and rights-based?*

Self-reflection:

- What human rights principle is most visible in my classroom? Which is least?
- Which group of students benefits most from my current teaching approach? Who might be underserved?
- What bias (conscious or unconscious) might be shaping my expectations or behaviour?
- How can I engage families, students, or colleagues in co-creating a more inclusive learning space?



Tool 33. Digital dialogue map

Aims of the tool

LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate human universal values.

This tool aims:

- To raise awareness of ethical and rights-based issues in digital communication.
- To promote clear, empathetic, and inclusive communication in digital environments.
- To support the development of cooperative strategies when engaging with sensitive or controversial topics online.
- To help educators model respectful, digital dialogue for students and communities.
- To reduce risks of miscommunication, exclusion, or harm in online interactions with colleagues, students, and parents.

Description of how to use the tool

Use this tool to assess a communication situation involving digital tools (e.g., school platforms, emails, chat apps, learning management systems, social media), especially when:

- Discussing sensitive topics (e.g., bullying, diversity, conflict, human rights)
- Addressing behaviour, feedback, or concerns with students or families
- Navigating tension or disagreement online
- Preparing classroom discussions involving online ethics or digital rights

Step 1: Identify the context

- What is the situation? Who is involved? What platform is being used?

(Example: Responding to a parent's angry email about grading, a student's controversial post in a forum, or a colleague's public comment online.)

Step 2: Assess the human rights impact

- Could this communication affect someone's dignity, privacy, freedom of expression, inclusion, or safety? (Ask: Are any human rights at risk here? Who might feel excluded, harmed, or silenced?)

Step 3: Spot ethical dilemmas

- What tension exists between values? (Examples: The need to protect student privacy vs. addressing public behaviour; free speech vs. hate speech; transparency vs. confidentiality.)

Step 4: Plan your communication strategy

- Use the following guiding principles:
 - Clarity: Use clear, respectful, and non-inflammatory language.
 - Empathy: Consider how your message will be received and how to show understanding.
 - Cooperation: Invite dialogue, not confrontation.
 - Boundaries: Know when to redirect sensitive topics to private or appropriate settings.

Step 5: Review before sending or posting

- Before you respond:
 - Have you protected privacy and confidentiality?
 - Could your message be misunderstood or cause harm?
 - Is your tone inclusive, constructive, and respectful?
 - Is this the right platform or format for this conversation?

Self-reflection

- How did digital communication affect the tone or outcome of the situation?
- Did I uphold human rights principles in this dialogue?
- How can I model better digital communication for my students?



Tool 34. Identity conflicts in the classroom

Aim of the tool

LO2.1C. To investigate the effect of implementation of human rights in educational processes by comparing different situations.

This tool aims:

- to analyse identity conflicts in the classroom, and ways of managing them;
- to improve self-reflection skills in handling identity conflicts.

Description of how to use the tool

Identity conflicts in the classroom arise when students' cultural, national, religious or other identities clash with peers, school norms, or instructional practices. These conflicts can manifest in:

- Cultural misunderstandings (e.g., students misinterpreting gestures, traditions, or communication styles);
- Religious tensions (e.g., differing views on dress codes, dietary restrictions, or participation in school activities);

National or ethnic conflicts (e.g., students from different backgrounds holding conflicting historical narratives).

Handling identity conflicts effectively is crucial for fostering a safe, inclusive, and respectful learning environment. By reflecting on these situations, you can develop strategies to mediate conflicts, promote empathy, and ensure all students feel valued.

This exercise will guide you through analysing an identity conflict in your classroom using a SWOT framework—examining the Strengths, Weaknesses, Opportunities, and Threats of your response to the situation.

Step 1: Describe an Identity Conflict in Your Classroom.

Think of a situation in your classroom where an identity-related conflict emerged. This could involve cultural misunderstandings, religious differences, or national identity tensions.

Examples:

Two students got into an argument about a historical event, each representing their own national perspective, leading to division in the classroom.

A student refused to participate in a group activity due to religious beliefs, and their classmates reacted with confusion or frustration.

In this online platform (<https://forms.gle/gMRKqh8ESrxbdSeR7>) briefly describe your situation or take notes if an offline version of the activity is preferred.

Step 2: SWOT Analysis of the Conflict.

Analyse the conflict using the SWOT framework. Answer the following questions for each aspect.

Strengths

What worked well in your handling of the situation?

- What strategies or actions did you take that helped de-escalate the conflict?
- Were there any positive outcomes from this situation (e.g., increased awareness, open discussions)?
- Did you successfully create a space where students felt heard and respected?

What usually works well in similar situations?

- Open communication: Creating a space for students to express their perspectives.
- Emotional regulation: Managing the discussion calmly to prevent escalation.
- Empathy-building: Encouraging students to see beyond their own experiences.
- Fair mediation: Ensuring all sides feel heard and respected.

If your approach helped defuse tension and foster learning, those elements are strengths to build on in future conflicts.

Weaknesses

What challenges did you face in managing the conflict?

- What difficulties did you encounter while addressing the conflict?
- Did any students feel left out, unheard, or misunderstood?



- Were there any gaps in your knowledge or preparedness regarding cultural, religious, or national identity issues?

There are usual challenges in similar situations:

- Lack of preparation: Feeling unprepared to address identity-related issues.
- Unclear intervention: Not knowing when or how to step in effectively.
- Unintended exclusion: Focusing too much on one perspective while neglecting others.
- Discomfort with the topic: Hesitating to engage due to fear of saying the wrong thing.

Recognising areas for improvement allows you to develop better conflict-resolution strategies over time.

Opportunities – How can you turn this situation into a learning experience?

- What strategies could you implement to prevent similar conflicts in the future?
- How might this situation lead to a broader classroom discussion on respect, diversity, or empathy?
- What additional resources (training, discussions, peer collaboration) could help you better handle identity conflicts?

You can turn the situation into learning experience in many different ways:

- Teach cultural competency: Use the situation to promote discussions on diversity and respect. Strengthen classroom norms: Establish clear guidelines for respectful communication.
- Enhance teacher awareness: Seek professional development on handling identity conflicts.
- Empower student voices: Encourage students to propose solutions for fostering inclusivity.
- Turning conflicts into teachable moments can enhance cultural awareness and strengthen classroom relationships.

Threats

What potential risks or ongoing challenges exist?

- Could this conflict resurface or escalate in the future?
- Are there systemic or institutional barriers that make resolving identity conflicts more difficult?
- Might other students be affected by this issue in ways that were not immediately visible?

Potential threats and risks include:

- Ongoing resentment: Conflict may not be fully resolved, leading to future issues.
- Peer divisions: The situation may have created or reinforced social barriers.
- Systemic issues: School policies or curricula may contribute to identity-based tensions.
- Risk of avoidance: If left unaddressed, similar conflicts may arise again.

Monitor classroom dynamics over time and consider follow-up discussions or restorative practices if needed.

Summary. Identity conflicts can be challenging, but they also provide opportunities for growth, deeper cultural understanding, and the development of inclusive teaching strategies.

Regular self-reflection helps you become more confident in handling these situations and ensures that all students feel safe, valued, and understood.

We recommend you save your answers and come back to this topic to see what has changed during a period of time or to analyse different situation.

You may proceed to your answers: <https://forms.gle/gMRKqh8ESrbxdSeR7>

Materials/resources needed

For the online version of the tool:

- Computer, iPad or smart phone
- Internet



Self-reflection:

After analysing the situation through SWOT, take a moment to reflect:

- What key insights did you gain from this reflection?
- How might you approach similar situations differently in the future?
- What actions can you take to foster a more inclusive and culturally responsive

classroom environment?



Tool 35. Ensuring inclusive teaching using Brookfield's four lenses

Aim of the tool

LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights.

The aim of this tool is to help you to perform periodical reflection on teaching methods, student experiences, and your own decision-making process in the classroom.

Inclusive teaching requires periodical reflection on teaching methods, student experiences, and your own decision-making process in the classroom. One effective approach for self-reflection is **Stephen Brookfield's Four Lenses Model**, which encourages teachers to examine their teaching practices from four different perspectives:

- **The Teacher's Self-Reflection:** How the teacher perceives their own decisions and actions.
- **The Student's Perspective:** How students experience the learning process.
- **Peer Perspective:** How colleagues might interpret the situation.
- **Theoretical Lens:** How research, pedagogical theories, and best practices inform the teaching approach.

Description of how to use the tool

This model is particularly useful when you encounter challenges related to inclusivity, such as a misunderstanding, a conflict, or uncertainty about how to support diverse learners effectively.

Step 1. Identify a Challenging Classroom Situation.

Think of a specific lesson where you faced a challenge related to inclusivity. It could be a situation involving a student with diverse learning needs, an interaction where a misunderstanding occurred, or a moment when you felt uncertain about how to support all learners effectively. Especially, try to remember the situation, when you encountered a student from different cultural or religious background and you were hesitant on how to interact or communicate with the student.

Example of situation: "During a class discussion, a newly arrived migrant student seemed hesitant to participate. When I asked them a question, they struggled to respond, and other students began whispering. I wasn't sure whether to step in, slow down the discussion, or provide more support. After class, I wondered if I had unintentionally made the student feel uncomfortable or excluded."

Step 2: Briefly describe the situation

Inclusivity challenges can arise in various ways, particularly when considering students' religious and cultural backgrounds. Some common examples include:

- A student not participating in certain activities due to religious beliefs (e.g., avoiding specific music, art, or sports).
- Differences in communication styles leading to misunderstandings (e.g., a student avoiding direct eye contact as a sign of respect).
- A student feeling isolated due to language barriers or unfamiliarity with classroom norms.
- Dietary restrictions conflicting with school events or celebrations.
- Religious dress codes leading to questions or biases from peers.

These situations can be challenging because they require balancing inclusivity, respect for cultural diversity, and the overall learning environment. By reflecting on your response, you gain deeper awareness of how to support diverse students and foster a more inclusive classroom.

Step 3: Reflecting using Brookfield's Four Lenses.

Now reflect on the situation using the four lenses. For each lens, consider how it influences your understanding of the event and what actions you might take in the future.

Lense 1: The Teacher's Self-Reflection:

- How did you perceive the situation in the moment?
- What emotions or thoughts influenced your response?
- In hindsight, do you feel your reaction aligned with inclusive teaching principles?



Self-reflection helps you become aware of personal biases, assumptions, and emotional reactions that shape your teaching. An inclusive teacher remains open to adapting their strategies and acknowledges areas for growth. If you felt unsure or reactive in the moment, consider how you might prepare alternative approaches in the future, such as flexible grouping or proactive engagement strategies.

Lense 2: The Student's Perspective:

- How do you think the student(s) involved experienced the situation?
- Did they feel supported, understood, or excluded?
- What feedback (verbal or nonverbal) did they provide, directly or indirectly?

Inclusive teaching prioritises student perspectives and ensures all learners feel heard and valued. Consider gathering feedback from your students to understand their needs better. Active listening and direct conversations with students about their experiences can help you adjust your approach to support engagement and accessibility. It's important to remember that each and every student should feel safe and involved in your class, no matter their individual needs or background.

Lense 3: The Peer Teachers Perspective:

- If a colleague observed this situation, how might they interpret your response?
- What alternative strategies might they suggest?
- Have you discussed similar challenges with fellow teachers, and what insights have they shared?

Seeking peer feedback provides valuable insights and alternative strategies for handling similar situations in the future. Inclusive teaching benefits from collaboration—discussing challenges with colleagues can help you refine your approach and discover best practices for creating a more supportive learning environment.

Lense 4: The Theoretical Lens:

- What does research or educational theory say about similar situations?
- What inclusive teaching strategies could apply to this scenario?

- How could you align your response with universal design principles?

Educational research and inclusive teaching frameworks, such as Universal Design for Learning (UDL), emphasise proactive strategies like flexible instruction, multimodal engagement, and personalised support. Applying these principles can help ensure that all students, regardless of their needs, have equitable access to learning opportunities.

Summary. Reflection is an ongoing process, and every challenge is an opportunity to grow. By using Brookfield's Four Lenses, you, as a teacher, develop a deeper awareness of your teaching practices and refine your approach to inclusivity.

We recommend you save your answers in the next step and come back to your answers once in while to check what has changed or to reflect on different situations.

You may proceed with answers here: <https://forms.gle/QbHJfvLeqGkjK3nh9>

Materials/resources needed

If the online version of the tool is used:

- Computer, iPad or smart phone.
- Internet

Self-reflection:

After completing this reflection, reflect on takeaways:

- What did you learn about your teaching approach?
- What might you do differently next time?
- What actions can you take to create a more inclusive classroom environment?



Tool 36. Inclusivity checklist

Aim of the tool

LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process.

This self-reflection tool is designed to help you evaluate how inclusivity is reflected in your teaching environment, relationships with students, instructional methods, and professional development.

Description of how to use the tool

Use this questionnaire: <https://forms.gle/bpEJBdUfoAYAuXJS6> or practice your tool on paper (see below).

Please respond honestly using the scale provided.

Answer scale:

- 1 – Not at all
- 2 – Slightly
- 3 – Somewhat
- 4 – Mostly
- 5 – Fully present

Inclusive teaching benefits all learners. Taking time to reflect on inclusivity allows us to better understand the experiences of our students, identify areas for growth, and celebrate inclusive practices already in place. This process supports the creation of learning spaces where every student feels safe, valued, and empowered to thrive. You are invited to self-reflect on 4 areas of teaching:

1. Educational environments
2. Relationships with students
3. Teaching methods
4. Professional learning and self-development

You can come back to fill in the form periodically and see what aspects of your teaching change over time.

1. Learning Environment. Consider the physical, visual, and emotional aspects of your classroom environment.

Answer:

	1 - not at all	2 - slightly	3 - somewhat	4 - mostly	5 - fully present
My classroom displays reflect cultural, linguistic, and social diversity.					
The physical space in my classroom is accessible and inclusive for students with different physical or sensory needs.					
Visuals and learning materials avoid stereotypes and celebrate multiple identities.					
Students are encouraged to use their home languages as part of the learning process.					
There is a clear and shared set of norms promoting respect, safety, and inclusion in our learning space.					

2. Relationships with Students. Reflect on how you build connections and support belonging for all learners.

Answer:

	1 - not at all	2 - slightly	3 - somewhat	4 - mostly	5 - fully present
I build trusting relationships with students from all backgrounds.					
I show genuine interest in students' identities, cultures, and life experiences.					
I address discriminatory language or behaviour among students promptly and respectfully.					
I ensure that all students feel heard and seen in my classroom.					
I acknowledge and respect different family structures and individual circumstances.					



3. Teaching Methods. Think about how your instructional strategies support inclusion.

Answer:

	1 - not at all	2 - slightly	3 - somewhat	4 - mostly	5 - fully present
I adapt my teaching to support students with different learning needs and styles.					
I include diverse perspectives, cultures, and voices in the curriculum.					
I use varied assessment methods to provide fair opportunities for success.					
I promote collaborative learning that values each student's contribution.					
I integrate global, social justice, and intercultural themes into classroom discussions.					

4. Professional Learning & Self-Development. Consider your own growth and learning as an inclusive educator.

Affirmation	1 - not at all	2 - slightly	3 - somewhat	4 - mostly	5 - fully present
I regularly reflect on my own biases and assumptions in teaching.					
I seek out professional development opportunities related to inclusion and equity.					
I stay informed about current best practices in inclusive education.					
I collaborate with colleagues to develop inclusive strategies and resources.					
I actively work to diversify my teaching content and practices.					

Here are some key points to keep in mind, evaluating each area of teaching:

1. An inclusive learning environment typically includes:
 - Culturally and linguistically diverse visuals and resources on display

- Physically accessible layout for all students (mobility, sensory needs, etc.)
- Learning spaces that reflect and affirm multiple identities
- Encouragement for students to use and celebrate their home languages
- Clearly communicated, co-created classroom norms that promote inclusion and safety

2. Strong inclusive teacher-student relationships look like:

- Valuing and affirming each student's identity and lived experience
- Building trust across cultural, linguistic, and social differences
- Actively addressing and mediating discrimination or exclusion
- Creating space for student voice, choice, and participation
- Acknowledging diverse family contexts without judgment or assumptions

3. Inclusive teaching practices often involve:

- Differentiated instruction to meet varied learning needs
- Curriculum content that reflects diverse cultures, histories, and perspectives
- Alternative assessments that allow all students to succeed in different ways
- Encouraging collaboration that respects individual strengths
- Integration of social justice, global awareness, and anti-bias learning.

4. Ongoing professional inclusivity growth includes:

- Regular self-reflection on implicit biases and areas for improvement
- Active search for professional development opportunities in equity, UDL (Universal design in learning), antiracism, and diversity
- Collaboration with peers to strengthen inclusive teaching approaches
- Staying up-to-date on inclusive pedagogy and student support strategies
- Revising materials to challenge Eurocentrism, bias, or exclusionary narratives.

Summary

Inclusive education is an ongoing journey, not a final destination. By identifying both your strengths and areas for growth, you're taking an important step toward building a classroom where every student feels a true sense of belonging.

We recommend you to save your answers and come back to this topic to see what has changed over time.

You may proceed with answers also here: <https://forms.gle/bpEJBdUfoAYAuXJS6>



Materials/resources needed

If the online version of the tool is used:

- Computer, iPad or smart phone.
- Internet

Self-reflection

Please respond to one or more of the following reflection points:

- What specific actions have you taken this year to make your classroom more inclusive?
- Are there any student groups whose needs you feel are still underserved in your teaching practice?
- What would you like to learn more about to become a more inclusive educator?



Tool 37. Differences between equality and equity in educational contexts

Aim of the tool

LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences.

Description for how to use the tool

This tool is designed to help you **independently explore** the differences between **equality and equity** in education, with a focus on **affirmative actions**.

The process consists of three phases:

- **Phase 1: Self-Reflection & Knowledge Building** (Individual Work – OneNote/Notion);
- **Phase 2: Collaborative Knowledge Sharing** (Padlet/Jamboard);
- **Phase 3: Practical Application & Action Planning** (OneNote/Notion).

You will **reflect, research, discuss, and develop strategies** to integrate equity-focused practices into your teaching or institutional policies.

Step 1: Initial Thoughts & Assumptions

- Write a **short reflection** on your current understanding of equality vs. equity.
- List **three educational policies or practices** that promote either equality or equity.
- Predict **potential consequences** (both positive and negative) of focusing solely on equality vs. solely on equity.

Step 2: Reading & Research

- **Collect at least three sources** (articles, reports, videos) on equality and equity in education.
- **Summarise key findings** in a dedicated OneNote/Notion section.
- **Analyse one affirmative action policy**, focusing on:
 - The problem it addresses
 - Whether it applies equality or equity

- Its criticisms or challenges

Step 3: Critical Questioning

- Answer thought-provoking questions:
 - Does my school/system prioritise equality or equity? Why?
 - What barriers prevent true educational equity?
 - What evidence shows the impact of equity-focused policies?

Step 4: Use the self-assessment rubric at the end (see Appendix tool 37: Self-Assessment Questionnaire: Investigating Equality vs. Equity in Education)

Alternative application

Engage with peers to discuss perspectives, analyse cases, and challenge assumptions.

- Step 5: Case Study Discussion
- Share real or hypothetical cases of equality vs. equity in education.
- Discuss with peers:
 - Is this case an example of equality or equity?
 - What are the short-term and long-term consequences?
 - How does this compare to practices in different schools or countries?

Step 6: Visual Representation

- Post or create **infographics, diagrams, or memes** illustrating equality vs. equity.
- Discuss: *Do these visuals accurately reflect real-world education systems?*

Step 7: Peer Debate

- **Debate Prompt:** Should schools prioritise equity over equality? Why or why not?
- Engage in **structured discussions**, presenting **evidence-based arguments**.

Practical Application & Action Planning (OneNote/Notion)



Tool 37. Differences between equality and equity in educational contexts

- Develop strategies to implement equity-focused practices in education.

Step 8: Personal Action Plan

- Identify **three specific changes** to promote equity in your teaching or school.
- Outline **challenges and solutions** for implementation.

Step 9: Accountability & Follow-Up

- Set a **goal timeline** to implement an equity-based practice.
- Reflect monthly: *What worked? What didn't? How did students respond?*
- Participate in a **peer follow-up discussion** to share progress.

Self-Reflection (After Scoring)

1. What surprised me the most about my learning journey?
2. What specific action will I take in my classroom or institution based on what I've learned?
3. What barriers might prevent me from implementing equitable practices, and how can I address them?
4. How will I measure the impact of equity-focused changes in my teaching or school?

Materials and resources

Digital Tools for Reflection and Collaboration

- OneNote/Notion – For self-reflection and knowledge organisation
- Padlet/Jamboard – For peer discussions and collaborative learning

Research & Case Study Analysis

- At least three articles, reports, or videos on equality, equity, and affirmative actions in education;
- Infographics, diagrams, or visual representations comparing equality vs. Equity;

- Real-world or hypothetical case studies for discussion.

Interactive & Optional Enhancements

- Google Docs/Trello – To track learning progress and collect resources
- Mentimeter/Slido Polls – For interactive peer feedback
- Flip (Video Reflection) – To record and share insights on equity-based practices



Appendix tool 37: Self-Assessment Questionnaire: Investigating Equality vs. Equity in Education

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Self Assessment Score
Understanding of Equality vs. Equity	Struggles to differentiate between equality and equity in education.	Can define both concepts but has difficulty applying them to real-world contexts.	Clearly understands and explains equality vs. equity with relevant examples.	Demonstrates deep understanding, critically analyses policies, and explains nuanced differences.	
Case Study Analysis	Has difficulty identifying whether a policy or action promotes equality or equity.	Identifies basic differences but lacks critical analysis of consequences.	Analyses cases effectively, considering both positive and negative impacts.	Provides in-depth, critical analysis, drawing connections to broader educational policies.	
Use of Research & Evidence	Uses limited or no external sources to support understanding.	References some sources but lacks integration of key research findings.	Uses multiple credible sources, integrating insights into reflections.	Engages with a wide range of research, critically evaluating sources and arguments.	
Engagement in Peer Discussions (Padlet/Jamboard)	Engages minimally, with limited responses or unclear arguments.	Participates but responses lack depth or critical thinking.	Engages meaningfully, contributing thoughtful perspectives and evidence.	Leads discussions, challenges perspectives, and fosters deep engagement.	
Application to Teaching Practices or Policy Advocacy	Struggles to identify actionable changes in practice.	Identifies potential actions but lacks concrete implementation steps.	Develops a clear action plan with feasible steps.	Implements strategies, reflects on effectiveness, and advocates for systemic change.	
Critical Reflection & Growth	Reflects minimally or struggles to articulate key takeaways.	Identifies key learnings but lacks depth in reflection.	Demonstrates clear reflection on learning and future implications.	Engages in deep, transformative reflection, linking insights to long-term professional growth.	

Scoring & Interpretation

- **6-10 points** → Needs further engagement and deeper reflection.
- **11-16 points** → Developing understanding but needs more application.
- **17-22 points** → Strong engagement, ready to apply insights to practice.
- **23-24 points** → Exceptional understanding and application—potential leader in equity-focused education!



Tool 38. Steps of critical thinking and criteria of reliable sources

Aim of the tool

LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings.

Description of how to use the tool

This tool is designed to help trainees independently explore and understand the steps of Critical Thinking and the criteria for evaluating the reliability of information sources.

Alternative application

The tool also can be used during teaching and communication with your students.

To consider intervention strategies that promote critical thinking, several steps can be taken, such as those outlined below.

Step 1: Identifying the Problem or Question

The first step in critical thinking is to recognise or define a problem—an issue with either a global or local focus that is relevant to address.

Step 2: Gathering and Evaluating Information

Once the problem has been identified or defined, relevant information must be collected and critically assessed.

Step 3: Analysing and Interpreting Data

Analysis involves refining data to make it more comprehensible, for instance, by breaking it down into its simplest components. It is then necessary to interpret the data, giving it meaning so that it becomes intelligible.

Step 4: Considering Different Perspectives

Before making decisions or drawing conclusions, it is essential to consider different perspectives and ensure that discussions substantiate those decisions.

Step 5: Developing and Justifying Arguments

To foster critical thinking, individuals should be encouraged to present well-reasoned, informed, and impartial arguments that serve as the foundation for their decisions or conclusions.

Step 6: Reflecting and Self-Regulating Thinking

Reflection plays a crucial role in refining one's thought process, acting in alignment with deeply held values or social conscience, and expressing oneself appropriately.

Step 7: Applying and Communicating Findings

The final step involves applying the conclusions drawn in practical contexts and effectively communicating them.

Materials/resources needed

Attached overview

Self-reflection

- Read the steps and/or criteria
- Self-reflect on your current understanding and the way you apply the steps and/or criteria



CRITERIA FOR EVALUATING THE RELIABILITY OF INFORMATION SOURCES

Ensuring that information sources are reliable and free from misinformation is essential in today's world, where news and data come from various formats, including printed materials (books, leaflets, newspapers), visual media (TV news, films, documentaries), digital and social media, and AI-generated content. The following general criteria help determine the credibility and accuracy.

1. Authority and credibility

Verify the author's or publisher's qualifications, expertise, and reputation in the field.

2. Accuracy and fact-checking

Ensure that the information is supported by evidence, references, or citations from reputable sources.

3. Objectivity and bias

Identify potential bias in the content. Reliable sources present balanced viewpoints rather than pushing an agenda.

4. Timeliness and relevance

Ensure the information is up to date and relevant to the topic being researched.

5. Consistency across sources

Compare information with other credible sources to confirm accuracy.



6. Purpose and intention

Consider whether the source aims to inform, educate, persuade, or entertain. Be cautious of sources designed to manipulate opinions.

7. Transparency and accountability

Reliable sources clearly indicate their data sources, funding, and editorial policies.



Tool 39 Nominal group technique

Aim of the tool

LO3.3C. To design a collaboration plan for creating a diverse educational context.

The aim is to learn to apply the nominal group technique (NGT) in an educational context to achieve a consensus. NGT is a group technique, but this tool could be used individually by a student to learn the basic steps in achieving a solution (Varga-Atkins, Bunyan, Fewtrell, & McIsaac, 2011).

Description of how to use the tool

Select a topic (for example Strategies to promote student voices in curriculum development, Strategies for fostering inclusive dialogue in the classroom, Strategies to increase civic engagement among high school students).

Apply the steps in the chart below (Appendix tool 39).

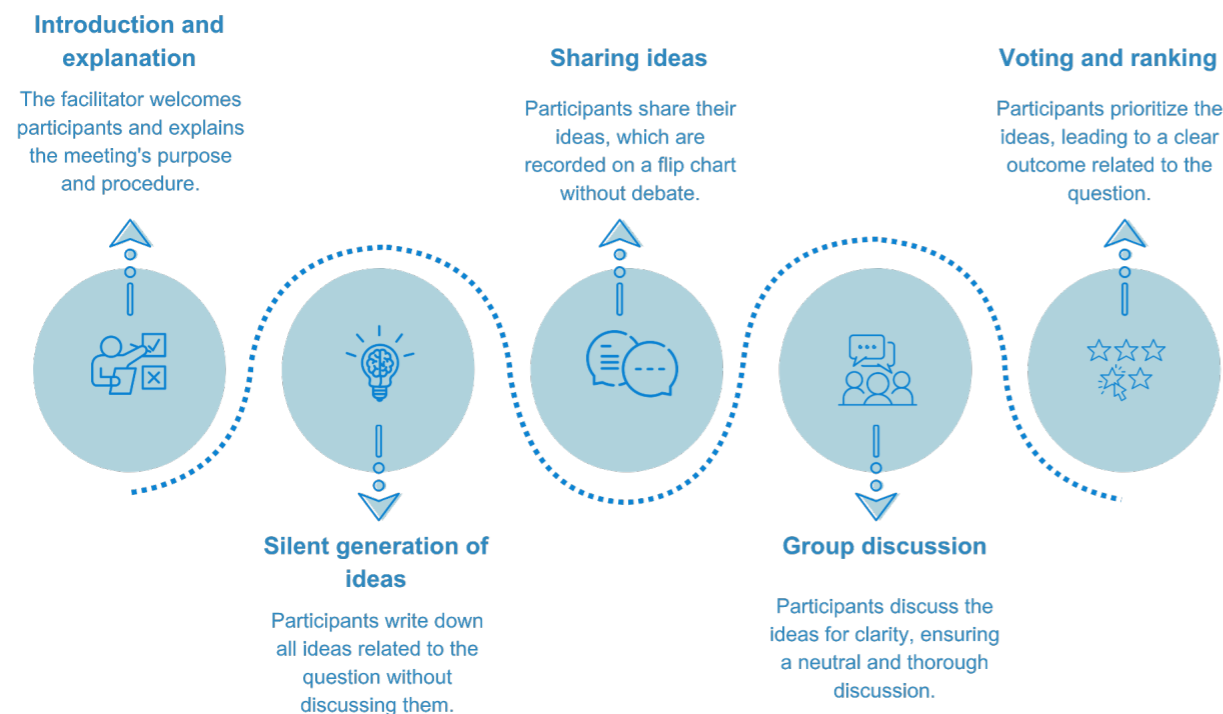


Figure 39.1: Nominal Focus-Group Process

Steps

Step 1: Decide on the topic.

Step 2: Brainstorm and write down as many ideas as possible. Aim for 10 solutions.

Step 3: Write down all ideas on separate papers.

Step 4: Review the ideas. Write brief explanations and elaborations for each idea, anticipating potential questions and comments.

Step 5: Select 5 ideas that you believe are most effective or useful. Rank those 5 in order of priority (1 being the highest, 5 being the lowest). Assign a weight to each vote. Add the points.

Step 6: Review the ranked list. Write a short reflection on why you chose the top-ranked idea and how it could be implemented. Consider potential challenges.

Self-reflections

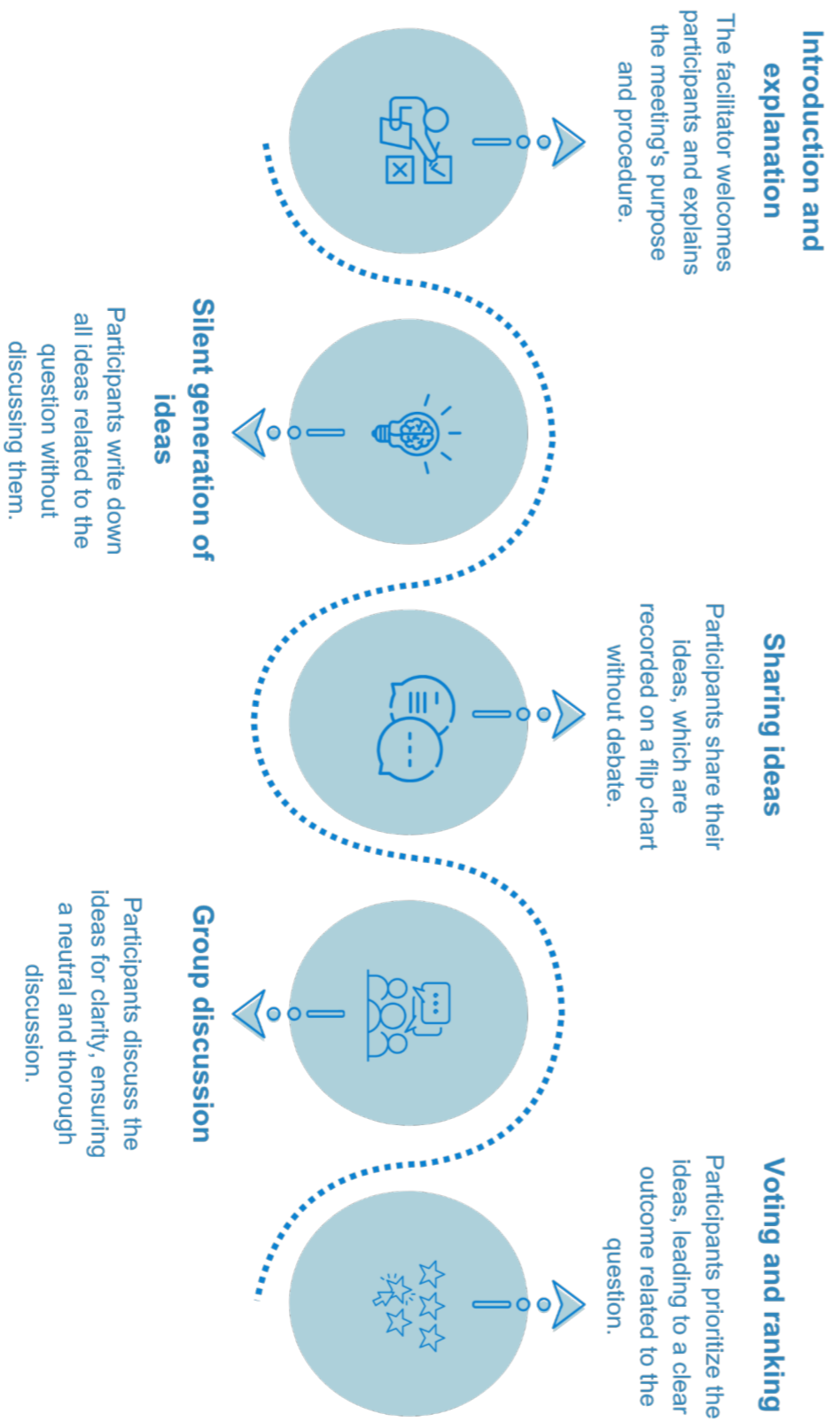
- Reflect on your chosen topic. Why did you select it? What made it compelling or relevant?
- How thoroughly did you elaborate on each idea? Were you able to anticipate potential questions and comments effectively?
- Describe your process for selecting and ranking the top 5 ideas. What criteria did you use to determine effectiveness or usefulness? How confident are you in your ranking?
- Reflect on your top-ranked idea. Why did it stand out above the others? What specific qualities made it the most promising? In your reflection on implementation, what potential challenges did you identify? How may you mitigate those challenges? Did you find that you were biased in any way towards this idea?
- What did you learn about your problem-solving and decision-making process through this exercise? Were there any aspects of the process that you found particularly challenging or insightful? If you were to repeat this exercise, what would you do differently, and why?
- How can you apply the skills and insights gained from this exercise to future projects or decisions?

References:

Varga-Atkins, T., Bunyan, N., Fewtrell, R., & McIsaac, J. (2011). The nominal group technique – a practical guide for facilitators. University of Liverpool. https://www.liverpool.ac.uk/media/livacuk/cil/eddev-files/iteach/pdf/guide_for_ELESIG_v1.pdf



Appendix tool 39: Nominal focus group process





Tool 40. What if I change my mind?

Aim of the tool

LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations.

Emotional and behavioural reactions depend on specific/particular interpretations (thoughts) of a critical/activating situation/event. Also, those interpretations (automatic thoughts) are shaped by our system of beliefs. Using this interdependence/causal relation thought – emotion – behavior, we can practice cognitive flexibility and restructuring to modulate/alter emotional and behavioural reactions.

This tool teaches you how to become cognitively flexible and improve emotional regulation and impulse control abilities. These abilities help diminish dysfunctional reaction patterns, reduce prejudicial thinking, and prevent stereotypical and impulsive reactions.

Description of how to use the tool

Step 1: Please remember a situation when you felt uncomfortable or acted poorly. Use the next model (Fig. 40.1) to review that situation.

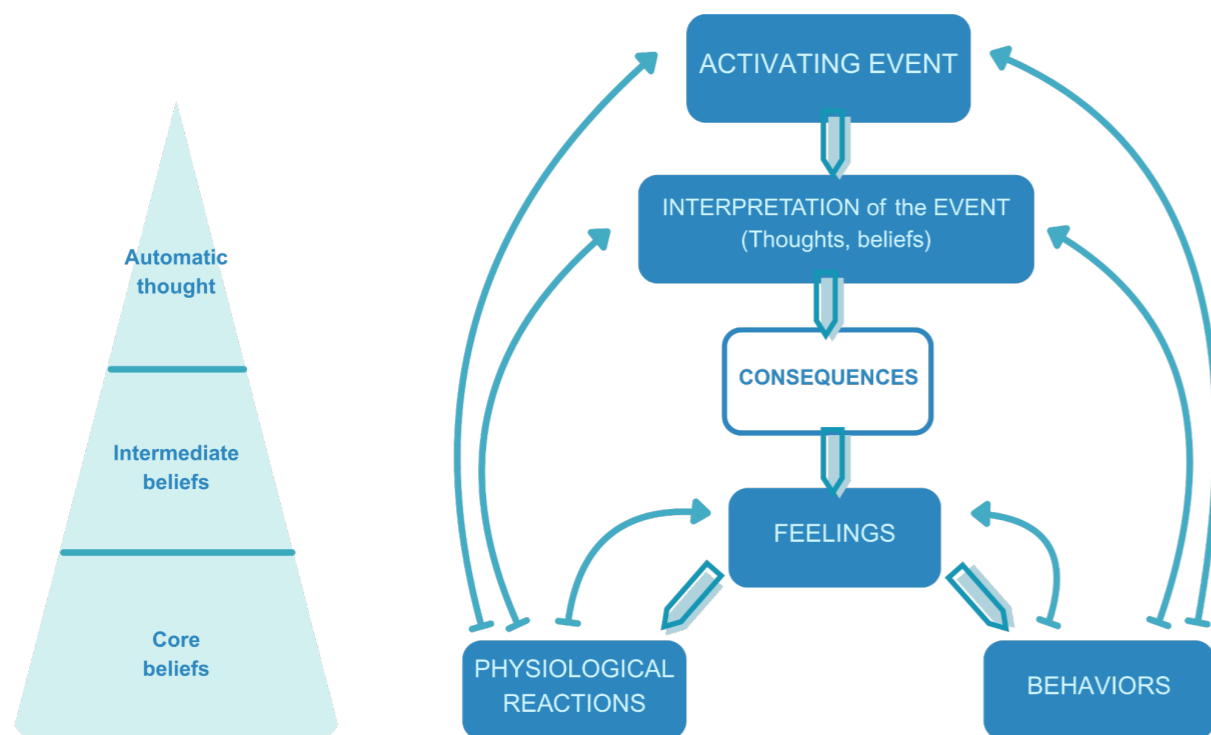


Figure 40.1: Cognitive ABC and the hierarchy of system of beliefs

Step 2: Focus on the first impression/thoughts/interpretations of the situation, and explore it/them using some of the following **testing questions**:

- What is the proof/evidence supporting this thought? What is the proof/evidence against this thought?
- Is this thought based on facts or feelings?
- Is it an all-or-nothing interpretation of the situation, for example, 'I always fail' when the reality is more complicated?
- Could there be any other interpretations of this situation? What different perspectives could there be?
- Could there be any misinterpretations of the evidence? Have I made any assumptions that could be influencing my interpretation?
- Was all the evidence considered, or just those that support my interpretation?
- Have I adopted this belief/thought from someone else? Is this source reliable and trustworthy, or should I be more cautious in accepting it?
- Is this interpretation the most likely explanation, or is it a worst-case scenario?

Step 3: Reviewing the situation again. Use for reformulation the Fig. 40.2. Did the initial interpretation suffer any modifications? If so, how do these new interpretations consequently affect emotional and behavioural reactions?

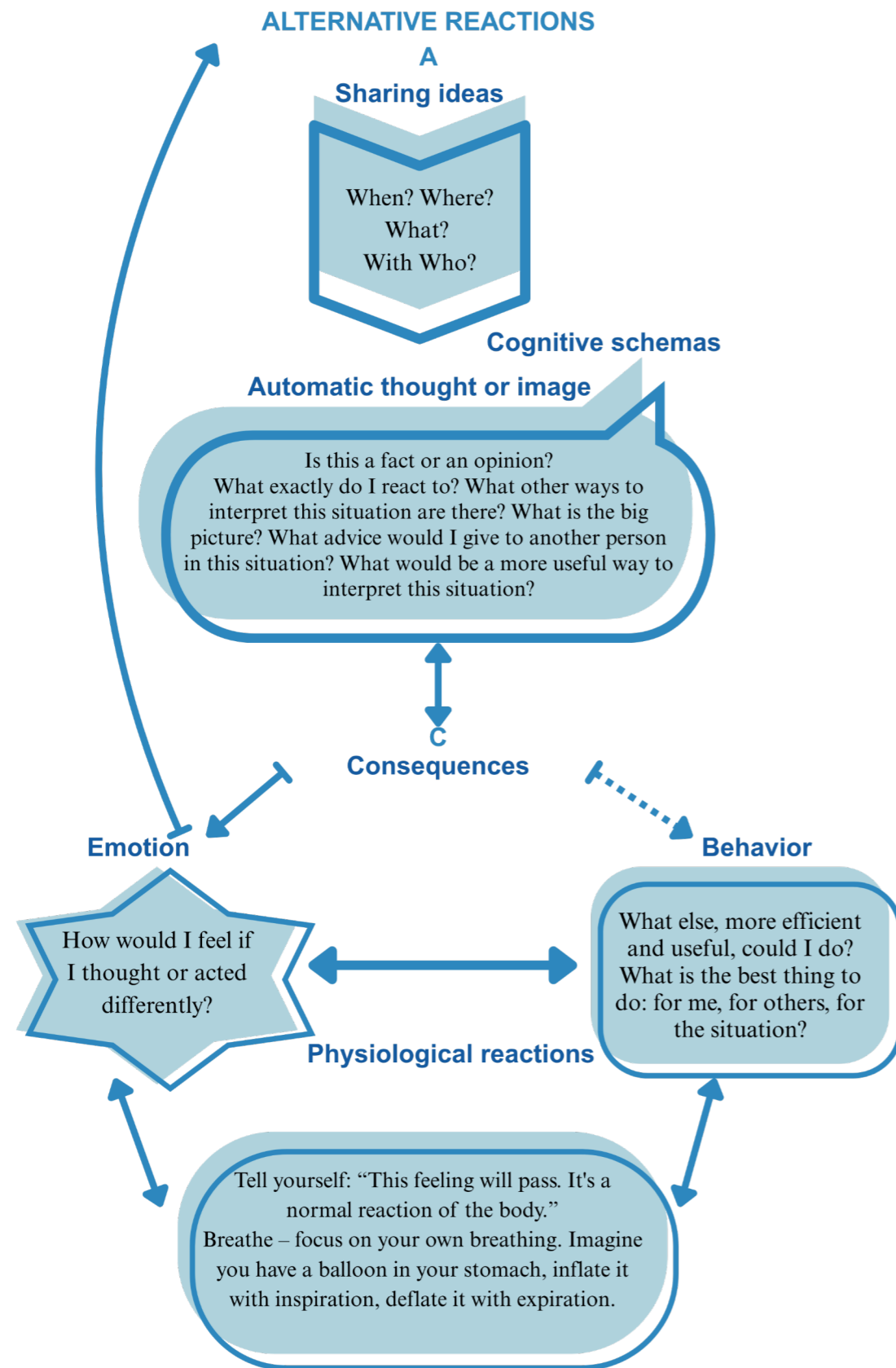
Self-reflection

Did your emotions change? Why?

How did this affect your behaviour?



Figure 40.2: The cognitive restructuring process





Tool 41. Relate & Reflect: How do I show up in my relationships?

Aim of The Tool

LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.

“Relate & Reflect: How Do I Show Up in My Relationships?” is a reflective self-assessment tool to strengthen respectful, empathetic, and authentic communication in professional relationships

Description of how to use the tool

This tool invites you to explore and assess your communication habits in three key professional relationship types:

- Teacher & Student
- Teacher & Parent
- Teacher & Colleague(s)

Each relationship type is explored using the same reflection structure.

Step 1: Choose Your Relationship Focus

Relationship Focus

Start by selecting one of the following relationship types. You may complete the reflection for all three at different times.

Step 2: Reflective Communication Rubric (1: Never – 5: Always)

Communication Strategy	STUDENT	PARENT	COLLEAGUE
I listen actively without interrupting.			
I express myself genuinely and clearly.			
I respond with empathy, not just solutions or advice.			
I validate the emotions and needs of the other person.			
I avoid judgmental, dismissive, or directive language.			
I respect boundaries and differences in perspective.			
I follow up or check in when needed.			

Step 3: Reflection Questions

Take a few minutes to answer the following for each relationship type you are exploring:

- When do I feel most present and effective in communication?
- What strengths do I notice in my communication style?
- What areas are challenging for me? Why might that be?
- What is one small step I could take to build more trust in this relationship?

Step 4: Action Plan

Based on your reflection, create a short communication goal for each relationship type. Examples:

- “I will try to ask more open-ended questions during parent meetings.”
- “I will express appreciation more frequently with my colleagues.”
- “I will give students more time to finish their thoughts before responding.”

Suggestions for Use and Adaptation

- This tool can be used in teacher training sessions, workshops, or individual coaching.
- It can be adapted for use with parents or simplified for student reflection.
- Consider using this tool at regular intervals to track communication growth over time.



Tool 42. Relational posture map

Aim of the Tool

LO4.3C – To articulate connection-building approaches suitable to different personalities, and diverse social & cultural backgrounds to react flexibly and sensibly to different circumstances and contexts.

This tool guides you to design a flexible, value-based internal system that helps you “adjust your posture” — mentally, emotionally, and relationally — in various interpersonal situations. It supports both introspection and adaptive connection.

Description of how to use the tool

Prompt:

“If I had a tool that I could carry into any kind of relationship — one that supports my self-awareness, encourages flexibility, and helps me respond with presence rather than resistance — what would it be like?”

This tool invites you to visualise, name, and embody your relational posture — the inner stance you want to adopt when relating to others across difference, tension, or uncertainty.

Step 1: Identify Your Default Postures

Reflect on situations where you feel:

- Triggered or resistant;
- Disconnected or misunderstood;
- Rigid or overly controlling.

What are the typical inner postures you adopt in those moments? (e.g., Defender, Pleaser, Withdrawer, Fixer, Controller)

Write them down as postural habits.

Step 2: Choose Your Intentional Posture

Ask yourself:

- What kind of relational stance helps me stay grounded and open?
- What posture allows me to hold both myself and the other with dignity?

- Define your anchor posture — a word, metaphor, or gesture that expresses how you want to show up.

Examples:

- The Bridge (open to both sides)
- The Tree (rooted yet flexible)
- The Mirror (reflecting without absorbing)
- The Shell (protective but not closed)

Step 3: Map the Movement

Create a table like this to map your shift from reaction/impulsive to conscious posture:

Situation	Default Reaction	New Posture	Supporting Practice
Parent challenges my authority	Defensive	The Tree	Breathe + name shared intention
Student withdraws emotionally	Fixing	The Bridge	Stay curious, don't rush in
Colleague gives harsh feedback	Shutting down	The Mirror	Reflect first, respond later

Step 4: Set a Reminder

Design a micro-reminder to access your relational posture during your day:

- A visual symbol
- A physical gesture (e.g., hand on heart)
- A self-check question: “What posture will serve this moment best?”

Suggestions for Alternative Use and Adaptation

This tool can be:

- Used as a daily check-in for emotional regulation and relational awareness;
- Integrated into coaching, or team communication sessions;

Revisit your posture map periodically to refine and expand your internal flexibility.



Tool 43. Cooperation compass

Aim of the tool

LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.

This is a self-assessment and reflection tool designed to enhance non-violent communication and cooperation in intercultural situations.

The tool is structured around four key areas that help you identify strengths and weaknesses in your interactions. The tool is used after cooperative activities to develop better communication and inclusion.

Description of how to use the tool

The Cooperation Compass is an adaptation of the Spider Web Tool (A self-assessment and planning tool developed by Clare Feinstein and Claire O’Kane, later adapted by Save the Children) [Spider Tool Web link](#)

Use the Cooperation Compass after engaging in a cooperative activity where intercultural communication plays a role. Self-assess your performance in the following four key-areas:

1. Effective Communication (North)
2. Active Listening (South)
3. Conflict Management (East)
4. Inclusion & Empathy (West)

Rate your performance on a scale from 1 to 5, reflecting on your strengths and weaknesses. Then, develop strategies for personal growth and share your reflections in a group discussion.

Step 1: Self-assessment:

After the activity, reflect on your experience using the four compass directions as a guide for identifying personal strengths and areas that need improvement.

Rate yourself on a scale from 1 to 5 from **1 (Needs Improvement) to 5 (Excellent)** in each area—Effective Communication (North), Active Listening (South), Conflict Management (East), and Inclusion & Empathy (West).

Step 2. Strategies design:

Develop a short action plan with strategies to enhance your weaker areas in future interactions:

1. Identify your weakest area(s).
2. Reflect on what specific behaviours or habits need improvement.
3. Develop three concrete strategies to enhance your weaker areas.
4. Set a goal for implementing these strategies in future interactions.

Step 3: Reflection and Progress tracking:

After implementing your strategies, reflect on your progress. Reassess your score on the Cooperation Compass periodically and note any improvements, challenges, or adjustments needed.

Suggestions for adapting to different contexts

- **For teachers:** Adapt the Compass for classroom settings, for better communication between students from diverse backgrounds.
- **In Parent meetings:** Use the Compass as a tool for improving communication and empathy with parents from various cultural backgrounds.
- **In Professional teams:** Apply the Compass in corporate or multicultural team-building activities to improve collaboration and conflict resolution.
- **For different student groups:** Customise the Compass based on the age or experience level of students. For younger students, use simpler language or group-based discussions.

Self-Reflection

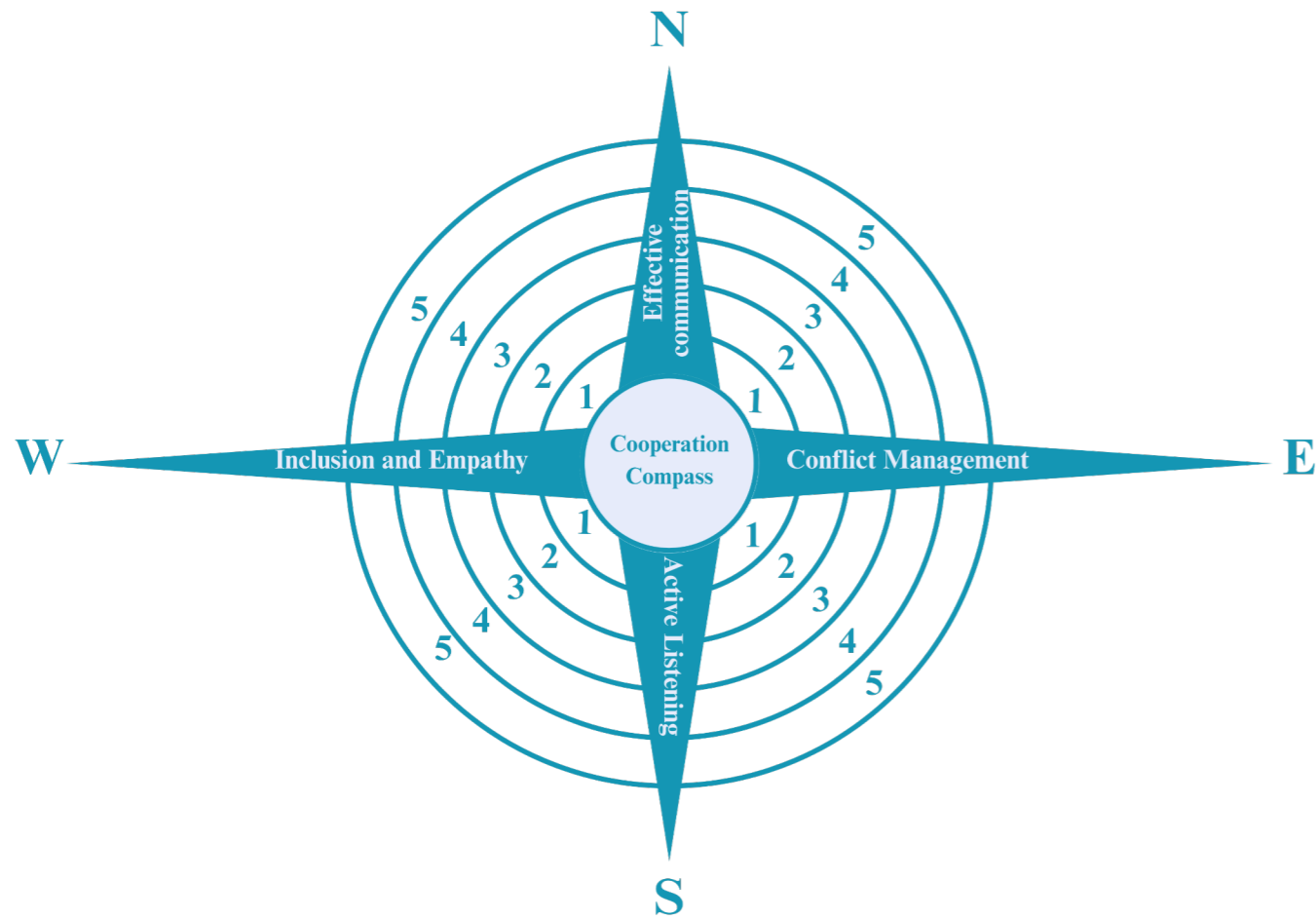
- Reflect on your communication and conflict resolution strategies.
- How can you better listen and empathize with those from different cultures?
- What steps will you take to ensure ongoing improvement in intercultural cooperation?
- Revisit the Compass regularly to assess your progress and set new personal goals.

Materials/Resources Needed

- Cooperation Compass Template [Spider Tool Web link](#)



Appendix tool 43: The cooperation compass



North – Effective Communication:

Am I expressing my ideas clearly and respectfully, ensuring that my message is understood?

South – Active Listening:

Am I fully listening to others, acknowledging their perspectives, and making them feel heard?

East – Conflict Management:

How do I react to disagreements? Do I seek constructive solutions instead of escalating conflicts?

West – Inclusion and Empathy:

Am I fostering an inclusive environment where diverse voices feel valued and respected?



Tool 44. The art of questioning

Aim of the Tool:

LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution.

This tool aims to enhance sustainable communication in educational settings by helping you develop your ability to ask purposeful questions. The exercise supports trainees in steering conversations consciously, fostering an open and appreciative atmosphere, and using effective questioning techniques to facilitate problem-solving. By applying different types of questions, misunderstandings can be reduced, and deeper insights can be gained.

Description of how to use the tool

This exercise can be performed anytime and anywhere. It consists of three steps, which can be completed individually or in small groups.

Step 1: Self-Observation

- Recall a recent conversation from your daily routine, such as one with a student, colleague, or parent.
- Reflect: What types of questions did you ask? Were they open or closed questions? Did your questions contribute to deepening the conversation or finding a solution?

Step 2: Applying Targeted Questioning Techniques

In your next conversation, consciously apply the following types of questions:

1. Open Questions

- Open questions encourage reflection and allow for detailed responses. They often start with "How," "What," or "Why."
- Example: "What did you enjoy most about this task?"
- Benefit: They promote deeper thinking and prevent short "yes" or "no" answers.

2. Clarifying Questions

- These questions help eliminate misunderstandings and deepen understanding.
- Example: "Can you explain that in more detail? What exactly do you mean by...?"
- Benefit: They ensure that all conversation partners have the same understanding of a topic.

3. Hypothetical Questions

- These questions open new perspectives and encourage creative thinking.
- Example: "What would you do if you weren't afraid of making a mistake?"
- Benefit: They support problem-solving skills and help explore alternative possibilities.

4. Scaling Questions

- These questions help gauge subjective experiences and track progress.
- Example: "On a scale from 1 to 10, how confident do you feel about this task?"
- Benefit: They make emotions and progress more tangible and provide a foundation for targeted support.

5. Reflective Questions

- These questions encourage independent thinking and personal development.
- Example: "What could you do differently next time to achieve a better result?"
- Benefit: They promote self-responsibility and a conscious reflection on experiences.

Step 3: Reflection and Adjustment

- After the conversation, take notes: Which questions worked well? Were there any that disrupted the flow of conversation?
- Consider which question types you would like to apply more deliberately in future conversations.



Self-Reflection – Personal Development and Improvement:

- What types of questions do you use most frequently?
- In which situations do you find it difficult to formulate the right questions?
- How has your conversation style changed through conscious questioning?
- Are there any question types you would like to use more often in the future?

Materials/Resources:

- Notebook or digital document for reflection.
- 5 Cards with example sentences for different question types (appendix tool 44)



Appendix tool 44: FIVE Cards with example sentences for different question types

Card 1: Open Questions

"How did you feel in this situation?"
"What do you think about this solution?"
"Why did you choose this approach?"

Card 2: Clarifying Questions

"Can you explain that in different words?"
"What exactly do you mean by...?"
"Did I understand you correctly that...?"

Card 3: Hypothetical Questions

"What would you do if you had unlimited possibilities?"
"How would the situation change if...?"
"What could be an alternative solution?"

Card 4: Scaling Questions

"On a scale from 1 to 10, how well do you feel prepared?"
"How confident are you in this decision, from 1 to 10?"
"How would you rate your progress?"

Card 5: Reflective Questions

"What have you learned from this experience?"
"What would you do differently next time?"
"What key takeaways do you have from this situation?"

Communication models and questioning techniques for further reading (optional with the help of self-research).



Tool 45. A 3-step approach for offering feedback

Aim of the tool

LO5.3C. To apply non-violent and intercultural communication skills to enhance intercultural cooperation.

Description of how to use the tool

The 3-step-approach of offering feedback supports you in situations where you want to offer feedback to another person. The 3-step approach of offering feedback finds its roots in Non-Violent Communication (NVC).

First, you can use the tool as a reflection tool: to analyse previous situations in which you offered feedback. After you use the tool as a reflection tool a few times, you can use the tool to support you in offering feedback in your professional and personal environment.

Offering feedback is offering specific information to others with the intention of helping them grow, improve or move forward. You can use this tool in situations where your intention is to contribute to the learning and growth of others.

An important aspect of offering feedback is that the other person has the choice to receive your feedback. Since the focus is on the learning and growing of the other, you always ask if the other person is willing to receive, if he/she would like your feedback. If you want the other person to hear the feedback, it is important to ‘connect before we correct’ (Rosenberg).

Offering feedback is not always easy or it does not always have the effect we wanted, because we might experience it as criticism, or we miss specific information to really grow and learn. The 3-step-approach of offering feedback supports you in trying to offer feedback and receive it as intended. Next, you will find the explanation of the 3 steps.

Explanation of the 3-step-approach of offering feedback

Step 1:

- Why do you want to offer feedback? Clarify your intention: Why do you want to give this feedback? It might be one of the following reasons or it might be something else:
 - **Enhancing Mutual Understanding:** Clearly expressing observations, feelings, needs, and requests to ensure both parties comprehend each other's perspectives.

- **Strengthening Relationships:** Building trust and rapport by addressing issues in a manner that respects both parties' feelings and needs.
- **Encouraging Personal and Collective Growth:** Providing insights that help individuals reflect on their actions and make positive changes.
- **Promoting Empathy and Compassion:** Fostering an environment where individuals feel heard and understood, reducing defensiveness and conflict.

Being clear about the intention of your feedback, is essential on how well your feedback will resonate with the other person and your connection with that person. When feedback is given with the intention of educating or manipulating the other, blaming the other, releasing personal frustrations, proving you are right, ..., it will be less effective and be less connecting. It might harm the relationship.

- Ask for consent. Ask if the other person is willing to receive the feedback.
- Pay attention to timing. Give feedback promptly after the event, while it's fresh and memorable.
- Ensure privacy. Give feedback in a private and appropriate setting, one on one.

Step 2:

- What happened? Share concrete observations, without personal judgements: what did the other say and do?
- How does it affect me? Share your feelings: how did what happened affect you, what are the effects.
- How does it affect the other? Show empathy and understanding be curious of the feelings of the other.
- Why does this affect me? Express your unmet needs in the context of your observation.
- Moving forward (feed forward). Ask suggestions on how to move forward on the matter. If needed, give your own suggestions. Give back and ask: what do you think of this, is this something you can relate to, can you do something with this?

Step 3:

- Follow-up and support. Monitor the implementation of the agreed actions and offer necessary feedback.



Materials/resources needed and preparation

Print the visualisation of the 3-step-approach and take it with you in your agenda or hang it in your classroom/office. The visualisation helps you to go through the necessary steps of offering feedback.

Self-reflection

- How does the 3-step approach of offering feedback support you?
- Is your intention always clear?
- Which steps are easy to apply for you, which steps are difficult to apply for you?
- What is/are your learning need(s)? What is your future goal?
- How do you want to meet your learning need(s)? What actions will you formulate to meet your goal?

Appendix tool 45: A 3-STEP APPROACH FOR OFFERING FEEDBACK - VISUALISATION



