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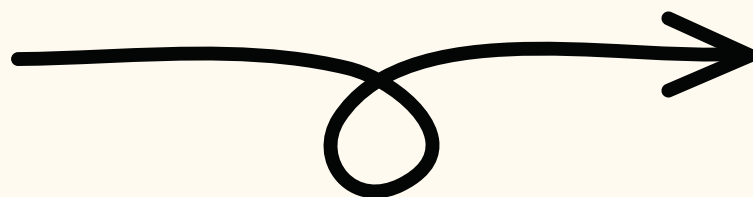


AGDISTIS



Tool n.4

Inclusion for all?



2022-1-ES01-KA220-SCH-000087432



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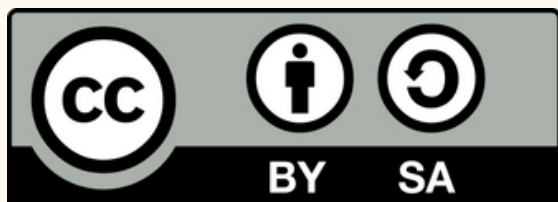
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This activity is meant to bring both teachers and students to reflect on how inclusion and acceptance are more complex than simply “live and let live”.

You will be presented with some realistic scenarios that have elements of complexity management. You will find two possible solutions or attitudes (A and B). None of them is right and none is wrong. They are just possible approaches to the situation. We ask you, or your students, to decide whether you agree with the approach A, with the approach B, or if you think a different approach, a different solution or a compromise can be reached.

At the end of the file you will find some prompts to guide the reflection. Sometimes the prompts contain further details on the situation presented, to help you reflect on how much context or interiorised prejudices can influence our judgment.

Prompt n.5 has been left blank so that you can create your own scenario if you want.

We hope you will enjoy this activity!



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1. Your school facility only has girls restrooms and boys restrooms. A student comes out as trans and asks you which bathroom they should use from now on.

A. They should use the restroom according to their gender. The priority is that they feel accepted and comfortable.

B. They should keep using the restroom according to their biological sex. Some students might not feel comfortable having a person of a different sex in their restroom.

Do you think a compromise can be reached? If so, how?

A.

B.

C.

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2. One of your students, from a very religious background, has said out loud that gay people are against nature and that they need to be cured because they are psychologically ill. Another student, openly gay, has reported the accident as discrimination and demands actions.

A. What the first student said is incredibly cruel and hurtful. This qualifies as discrimination and bullying and you will take necessary sanctions against them.

B. What the first student said is heavily influenced by their religious and cultural background. They are entitled to their opinion and they have freedom to express it. This is just an accident and no one should be punished for it.

Do you think a compromise can be reached? If so, how?

A.

B.

C.





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3. You decide to have a lesson on gay authors and artists for Pride Month. A few days later, both parents of one of your students (a minor) come to speak to you. They are angry, accuse you of brainwashing their child and making him feel deeply uncomfortable, and ask that you stick to education and leave political issues out of the class.

A. You will not change your programme. You are determined to make your class as inclusive as it can be, and queer education is education, no matter what the parents say and how they feel.

B. Family comes first. A parent should have the right to decide on what kind of education is given to their child, especially if they are minors. You disagree with their views but you can't tell them how to educate their child.

Do you think a compromise can be reached? If so, how?

A.

B.

C.

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4. For this year's International Women's Day, your school sets out to have a cycle of seminars and conferences targeted at girls only. Your male students riot, complaining that they're being excluded and are victims of reverse discrimination.

A. Women and girls have been excluded from initiatives and education for centuries. There is still a gap in society and girls need to be encouraged to take up space and have occasions for aggregation. It's just one day: the boys will get over it.

B. The boys are right: this contributes to creating a divide between men and women, instead of unity. No one likes to be excluded, no matter the reason. The initiative should be cancelled.

Do you think a compromise can be reached? If so, how?

A.

B.

C.

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5.

A.

B..

Do you think a compromise can be reached? If so, how?

A.

B.

C.

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PROMPTS FOR REFLECTION.

1. Have you thought about asking the students how they feel about it? Would your perception or solution change if I told you the student is transitioning from male to female?
2. Remember the definitions of bullying, discrimination and hate speech. Is there a line when it comes to freedom of expression and thought? Where do you think the line should be? Would your perception or solution change if I told you the first student was Muslim?
3. Have you thought about looking for support from a principal or from other colleagues? How much freedom of movement should be left to individual teachers on controversial issues? Do you think there should be a unitary school policy? How much weight should the families' opinions have on education?
4. How much do you think context matters? Would your perception or solution change if I told you it's a prevalently boys' school? Have you considered asking the students directly what they would like and appreciate?



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THANK YOU!

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