|  |  |  |  |
| --- | --- | --- | --- |
| Field of diversity: | **simohd:Users:cortomaltese:Desktop:SIMO:UDEL21:VIENNA sett 2016:tools:icon:gender2.png** **simohd:Users:cortomaltese:Desktop:SIMO:UDEL21:VIENNA sett 2016:tools:icon:llanguage.png** **simohd:Users:cortomaltese:Desktop:SIMO:UDEL21:VIENNA sett 2016:tools:icon:LV.png** **simohd:Users:cortomaltese:Desktop:SIMO:UDEL21:VIENNA sett 2016:tools:icon:Multiculturalism.png**  | GLLVM2\_CZL1 | **Group size:** simohd:Users:cortomaltese:Desktop:gruppo.png Afbeeldingsresultaat voor pictogram groep For students from the age of 14 upwards |
| Title |  **Diversity and its beneficial and harmful aspects** |
| Content | Students in pairs prepare a report on the issue "Is diversity beneficial/harmful?", present it to other pair which advocates opposite opinion. Later the position is swapped in the pairs. Finally, students synthesize and integrate the best information and reasoning from both sides into a joint position that all group members can agree to. | **simohd:Users:cortomaltese:Desktop:time.png****Time:**  45–60 min |
| Goals Skills/Competences | To eplore and be aware of both controversial parts of diversity.Skills: reasoning based on knowledge. |
| Material | 5 papers in attachment |
| **Procedure:** | Academic controversy: (conflict of ideas in cooperative context) on the theme of HUMAN DIVERSITY1.Research and preparing positions (in pairs)2. Positions presentations and advocating (in groups of four)3.Open discussion4. Reverse perspectives5. Synthesis(reading material is in the attachment)**Source:** Johnson, D.W., Johnson, R.T. Human relations: valuing Diversity. Edina: IBC, 1999. |
| **Modifications****Comments** |  |
| **Success****factors simohd:Users:cortomaltese:Desktop:Schermata 2016-09-20 a 10.53.48.png** | knowledge of controversy rules, time structureuseful in the beginning of the course or long term workshop | **Pitfalls** **simohd:Users:cortomaltese:Desktop:Schermata 2016-09-21 a 12.04.55.png** | when participants are not aware of cooperative learning context |
| The activity is flexible and depends on the local context. Feel free to adapt! |