

# THE TEACHER AS A ROLE MODEL IN (WORLD) CITIZENSHIP EDUCATION IN AN URBAN SETTING.

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POLARIZATION CONTINUES TO INCREASE. WE ALL HAVE AN (NOT ALWAYS SUBSTANTIATED) OPINION AND WE HARDLY LISTEN TO EACH OTHER'S ARGUMENTS ANYMORE. THE RESULT OF THIS IS THAT (POPULIST) POLITICIANS RESPOND TO THIS WITH NOT ALWAYS GOOD INTENTIONS AND CONSPIRACY THEORIES FLOURISH.





PART OF GOOD CITIZENSHIP IS  
THAT WE RESPECT EACH OTHER,  
SUBSTANTIATE OUR OPINION,  
LISTEN TO EACH OTHER'S  
ARGUMENTS AND ADJUST OUR  
OPINION WHERE NECESSARY.






## TEACHER

- What role does a teacher have in this?
- What standards does a teacher have to teach the students in this regard and can a teacher, as an example, share his/her personal arguments with students in a group discussion, even when the arguments are not the ones of the majority of the parents?

# DIALOGUE AS AN INSTRUMENT OF CITIZENSHIP

## Methodiek Dialoog als burgerschaps- instrument •

Fase	Recommendations	Exercises for teachers (in training)	For students
Invite your students to the dialogue	<ul style="list-style-type: none"> <li>• Don't deny your students' worldview</li> <li>• Keep the conversation open</li> <li>• Involve the whole class in your conversation to be vulnerable</li> <li>• Actively ask students about their emotions and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Suspend own judgement</li> <li>• Apply recommendations to case</li> <li>• Practice coming up with good propositions for position games and carousel debate</li> </ul>	<ul style="list-style-type: none"> <li>• Statement game</li> <li>• Carousel debate</li> </ul>
Let your students take different perspectives	Adjust your approach as a process facilitator to the starting situation in the classroom <ul style="list-style-type: none"> <li>• Focus the conversation on your students' opinions and ideas, involving the whole class in asking and answering questions</li> <li>• Explicitly allow for diversity of opinions and ideas in the classroom</li> <li>• Broaden students' worldview.</li> <li>• Where necessary, engage in positive confrontation</li> </ul>	<ul style="list-style-type: none"> <li>• Create visual material library</li> <li>• Apply recommendations to case</li> </ul>	<ul style="list-style-type: none"> <li>• Cap on cap off</li> </ul>
Reflect together	<ul style="list-style-type: none"> <li>• Make sure there is always room to close the conversation properly</li> <li>• Show that other views and ideas are not problematic, and that differences between them are allowed</li> <li>• Reflect afterwards with your internship supervisor, and the students, colleagues or management</li> </ul>	<ul style="list-style-type: none"> <li>• Use the recommendations from 'Dialogue as a citizenship tool' to shape the dialogue with colleagues or fellow students about controversial citizenship issues.</li> <li>• Come up with a reflection method that challenges different intelligences</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection by means of word web</li> <li>• Reflection Drawing</li> <li>• Write an argument</li> </ul>

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STANDARD  
BEARER

AND

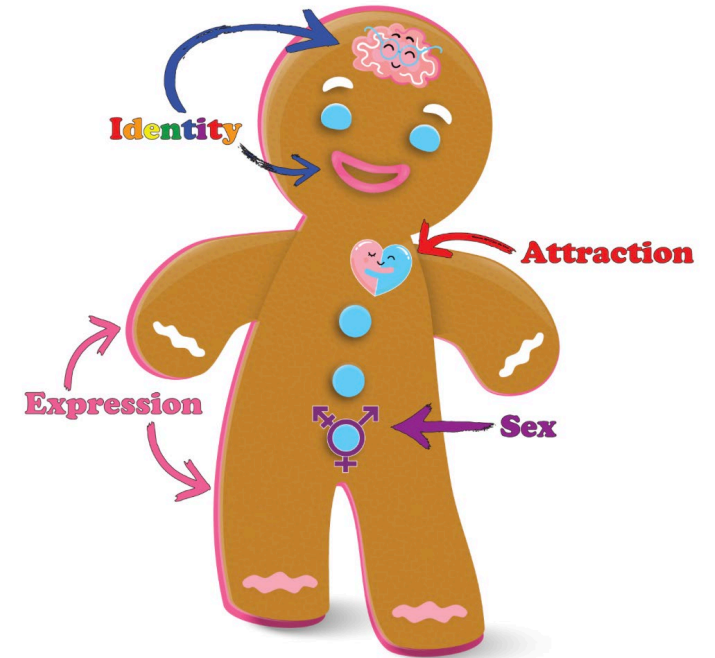
ROLE MODEL






# EXCHANGE IN SMALL GROUPS







**FEEDBACK**