



IGIV – Guide

Pedagogical Method

Name	Insult-Alphabet
Time	60 minutes
Target Group	Youths from the age of 12 upwards
Material, space, number of rooms if needed, etc.	Sheets of paper (DIN A 3 or 4 format) marked with the letters A-Z, pens
Work Area	Project level - work with youths
Learning Results	
» <i>Knowledge</i>	This exercise is about understanding and reflecting on processes of devaluation by and within use of language. The focus of understanding lies on the relationship between the socially constructed norm and the deviations from it.
» <i>Skills</i>	Recognizing and understanding hierarchies established by use of language and beyond language, and the (verbal) violence enacted through it.
» <i>Competencies</i>	Analysing hurtful use of language and developing the capability to exit from dynamics of devaluation. Being conscious of the ongoing constructions of norm and deviation, and the effects these constructions have on people.
Guide	
» <i>Step by step know-how</i>	Swearwords and insults known and used by the group are collected. The effects and the functions of insults are worked out by using a selection of the collected words. The relationship between norm and deviation is to be focused upon. <ol style="list-style-type: none"> 1. The sheets of paper marked with the letters of the alphabet are spread on the floor throughout the room. 2. The participants are asked to write the swearwords and insults they know on the sheet corresponding to their first



Lifelong Learning Programme

	<p>letter.</p> <ol style="list-style-type: none"> 3. After collecting them, the swearwords are classified. Which kinds of insults are there? E.g.: names of animals, gendered and sexualised terms, racist terms, terms that refer to the body, terms based on social exclusions, etc. The classification can be made clear by circling the words with different colours. 4. The following step focuses on one of the categories of insults. The question to be asked relating to every single word is: what do we learn about the norm that is inherent in the word, e.g., what people are supposed to be like as men and women? This norm is constructed through deviations, through insults, among other mechanisms. The reconstruction of norms craves the ability of abstract thinking, which is facilitated by using specific terms of insult. 5. A further step can explore for who the establishment and fulfilment of the norm poses an advantage and who has difficulties with it. This can illustrate the fact that the established norm not only affects the persons constructed as deviant, but also poses pressure for those who want or are supposed to fulfil the norm. 6. For evaluation, a sketch can be drawn displaying how the norm is established through deviation. An example: the heterosexual (the norm) – the homosexual (the deviation) – the heterosexual is not like the homosexual (see sketch at the end of this guide).
<p>Applicability and Limits</p> <p><i>The following should be pointed out:</i></p> <p>» <i>The optimal size of the group</i></p> <p>» <i>The point of time in a certain working process when the method can be used</i></p> <p>» <i>Necessary prerequisites for the participant group</i></p>	<p>The exercise can be conducted with a group of up to 25 youths.</p> <p>It should not be conducted during the first phase of the process. It should not be conducted if there are fixed devaluations within the group.</p> <p>If considered useful, the group can be split (e.g., into a girls' and a boys' group).</p>
<p>Suggestion for continuing work</p>	<p>Exercises for the complex of themes "Language and Discrimination"; e.g., Brandsätze or FassungsLos) (from: http://baustein.dgb-bwt.de/, chapter C4 "Racism and Language") in German</p>
<p>Comments,</p>	<p>The method creates an open space for discussion and reflection on</p>



Education and Culture DG



Lifelong Learning Programme

experiences and risks	<p>questions like: How do you feel you fit to the norm? Which insult hurts you the most? Which is the insult you use the most, and why? How do these insults function? Make sure that the participants understand the term norm in its complexity. Don't conduct the method with a group in which devaluations are commonplace. The risk that insults will immediately be directed at certain group members would be too big.</p> <p>As you may have noticed, we usually use the term "dominance relations" to describe conditions of social hierarchisation, or privileges and discrimination. The construction of norms and deviations can be understood as an effect and as a cause of dominance relations, simultaneously: dominance relations are constituted through norms (and deviations) and in turn reinforce them.</p>
Source	Bildungsteam Berlin-Brandenburg e.V., Jungs e.V. Duisburg und HVHS Frille

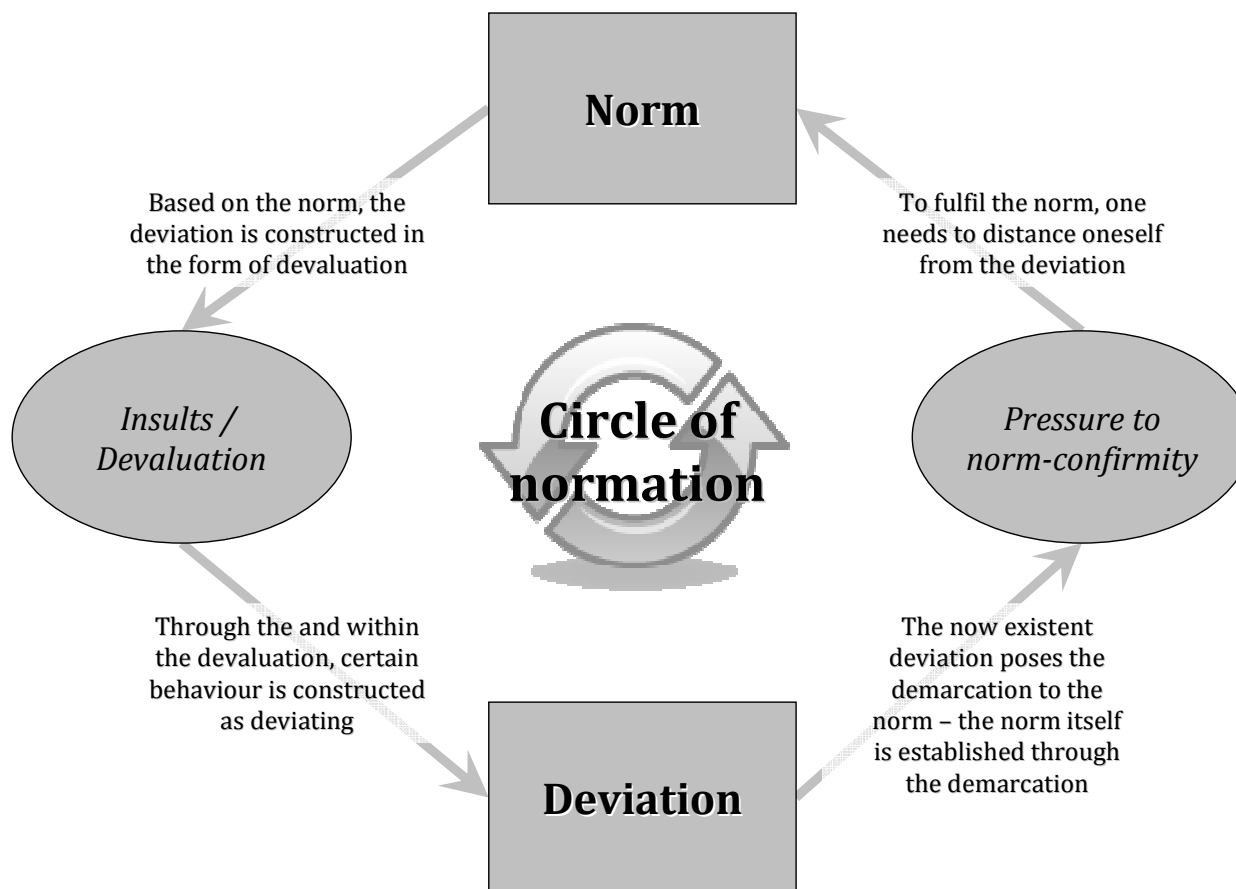
This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Education and Culture DG

Lifelong Learning Programme



This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein