HOW COMPASSIONATE IS THE WORLD TODAY?

7 LESSON TIPS BASED ON THE RAOUL WALLENBERG ALGORITHM

The world needs more compassionate leaders

Cyber bullying, xenophobia (or racial discrimination) and alienation. In our digital era, what happens online can have major consequences. A simple tweet can create an aggressive social climate. But a tweet can also contribute to a more compassionate world. In these times, the need for compassionate leaders is more important than ever-not least in social media. The world needs to be inspired by Raoul Wallenberg.

This material belongs to the tool *The Raoul Wallenberg Algorithm* and is primarily developed for lessons in English and Social science for upper secondary school. *The Raoul Wallenberg Algorithm* retrieves tweets from 300 political and cultural leaders in real time. Tweets are analyzed by IBM's AI platform Watson, which reads their tone in the text. The parameters with which The Raoul Wallenberg Algorithm estimates compassion is based on: anger, aversion, fear, kindness, conscientiousness / honesty and joy. The analysis is sent to an algorithm that values the parameters of Watson's analysis with various degrees of importance and exponentially decreases by time. The result is shown on a 3D globe that changes color depending on which world's leaders are broadcast, where a hot globe symbolizes a compassionate world and a cold globe represents an uncompassionate, inhuman world. The temperature is then displayed on a Raoul scale. Through the algorithm, the tool can determine what social climate the world's leaders are contributing to online now. Use the algorithm to allow students to reflect on their own and others' behavior online, as well as reflect on how the tone on the web affects the outside world.

Use the http://www.rwalgorithm.com/ website together with this teacher's guide.

During the spring of 2018, Raoul Wallenberg Academy will release more lesson tips. These exercises are posted on raoulwallenberg.se/skolmaterial.

We hope this material inspires to good talks in your classroom!

RAOUL WALLENBERG
ACADEMY

EXERCISE NO. 1: DEFINITIONS

Applicable in the following subject areas: Social Sciences, English, Swedish, Mentoring, Organization and leadership

Preparations: none.

Time and materials: 30 minutes (10 minutes per term + 10 minutes to finish). The teacher writes on the board. Students need pen and paper or a computer.

Introduction to the class: There are four characteristics that are common to positive social changemakers, such as Raoul Wallenberg: empathy, civil courage, leadership and collaboration. The first two attributes are important to enable the individual to start making a difference, and the last two are necessary to make a greater impression.

Compassion is a mixture of empathy and civil courage. Compassion requires a will to do good that is reflected in taking action. With compassion you may need to make difficult decisions which in turns require integrity, courage, good judgement and wisdom.

Do this:

Write the word **compassion** on the board and give the students the task of associating freely about what the word may mean.

Questions you can ask:
- ○ What is compassion for you?
- ○ Why is it important to be compassionate?
- ○ How does society benefit from compassion?
- ○ Is it a duty to be compassionate?
- ○ Is one born compassionate?

Write down what they say on the board. Summarize the discussion orally in the classroom.

Erase what is written on the board and write the order **leadership**. Explain that there are different kinds of leaders: political leaders (presidents, prime ministers, dictators, cultural leaders (music, film, art, fashion, and literature), media leaders (media houses, journalists, program leaders), spiritual leaders (religious communities and persons) as well as intellectual leaders (researchers, lecturers). Give the students the task of associating freely about what the word can mean.

Questions you can ask:
- ○ What influence do leaders have on society?
- ○ What characteristics do you think a leader should have?
- ○ What leadership qualities contribute to a warmer social climate?
- ○ What is a leader's role? Is it to inspire others?
- ○ Is there any difference between boss and leader?

○ Ask students to name someone or a few people who they think have good leadership skills.

○ Describe what these characteristics are.

Write what they say on the board. Summarize the discussion orally in the classroom.

Discussion and reflection:

If you consolidate the discussions about compassion and leadership - what defines a compassionate and empathetic leader? Is it the ability to put yourself in someone else's situation or is it about acting when someone is being treated unfairly? Discuss together in the classroom or in small groups of 4-6 people.

EXERCISE NO. 2: RAOUL WALLENBERG AS ROLE MODEL

Applicable in the following subject areas: Social sciences, English, Swedish, Organization and leadership.

Preparations for the teacher: read up on Raoul Wallenberg, for example, at raoulwallenberg.se.

Time and materials: 20 minutes. You need a projector or TV to show film.
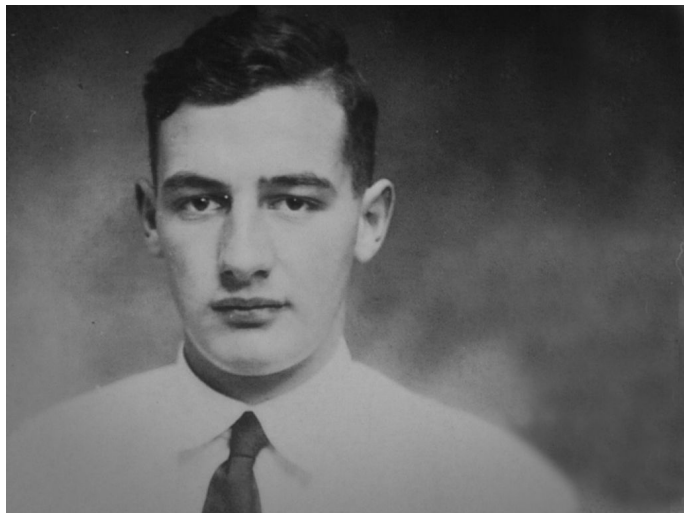
Introduction to the class: [Show this film about Raoul Wallenberg in your classroom.](#)

Now do this:

Ask the following questions. Let students discuss in pairs or in groups of 4-6. Hold a discussion with the class after each question.

• What do you think was the driving force of Raoul Wallenberg's actions?

• What character traits do you think are necessary to perform such actions?

• Have you ever done something heroic?

• What is required to be called a "hero"?

Discussion and reflection:

Ask students if they knew who Raoul Wallenberg was before they saw the movie. Do they know any other people who have performed similar deeds?

More reading of interest: [Here you can read more about Raoul Wallenberg.](#)

EXERCISE NO. 3: WATSON

Applicable in the following subject areas: English, Swedish, Communication
Preparations: read up on IBM Watson and the Tone Analyzer.
Time and materials: 60 minutes. Students need computer / iPad with internet connection.

Introduction to the class:
Digital communication scales away many "human, compassionate, layers". It's easy to misunderstand and attribute qualities and characteristics when we don't see or hear the recipient's reaction, or hear their tone and so on. Conversations on the web are perceived as less real than a live one. When you don't see the recipient's reaction, it may be easier to blurt out whatever you feel like.

The company IBM has built an AI called Watson (not named after Sherlock Holmes's partner-in-crime, Dr Watson, but after IBM's first CEO Thomas Watson). Watson gained a great deal of attention in 2011 when he won over two American champions in Jeopardy. The amazing thing was that the computer, through language understanding and certain cognitive virtues, was able to understand the program leader's questions.

Watson contains algorithms. Algorithms are similar to instructions in applications or programs about what should be done, with what and in what order. Rather like a recipe. Algorithms work with data and can sort and prioritize information, find the fastest path between two computers, compress data, etc. Algorithms are dynamic are continuously changing.

The Raoul Wallenberg Algorithm tool retrieves tweets from 300 political and cultural leaders in real time. The tweets are analyzed by Watson, who reads their tone in the text. The parameters used by The Raoul Wallenberg Algorithm for estimating compassion are: anger, hate, fear, kindness, conscientiousness / honesty and happiness. The analysis is sent to an algorithm that attaches a value to the various parameters from Watson's analysis with various importance and which exponentially decreases by time. Through the algorithm, the tool can determine which social climate the world's leaders are currently contributing to online. The results are published on the website http://www.rwalgorithm.com.
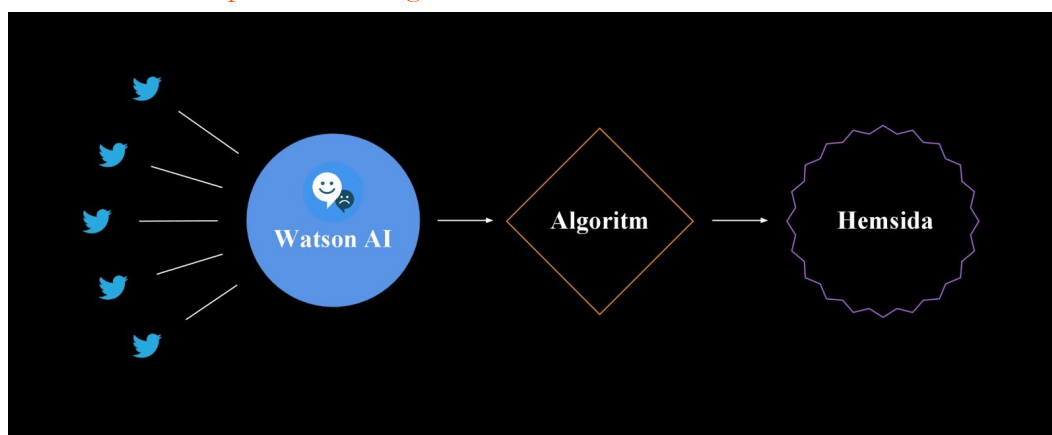
Now do this:

Let students test the [IBM Watson Tone Analyzer.](#)

● Discuss the tones of anger, hatred/disgust, fear, kindness, conscientiousness / honesty and happiness.
● Where you see tweets - replace words in the tweets, for example change "stupid" to "fun". What happens then?
● Ask students to formulate tweets with different tones. Or find tweets on Twitter to copy. Insert them into the tool.
● What results do you get from this? Discuss why.

Discussion and reflection:

Ask the following questions. Let students discuss in pairs or in groups of 4-6. Conduct an open discussion with the class after each question.
  ● Can an angry / offensive / mean / unpleasant tweet have an impact on society at large?
  ● Can role models that act with compassion affect society in general?

More reading of interest:

Read more about [IBM Watson Tone Analyzer here](#).
[Read more about algorithms here](#).

EXERCISE 4: EMPATHY ON THE NET

Applicable for the following subjects: English, Swedish, Communication
Preparations: none.
Time and materials: 30 minutes. Students need computer / iPad with internet connection.

Introduction to the class:

[Watch this movie with Micael Dahlén in the classroom.](#)

Read aloud / write down/ pass out paper with Professor Micael Dahlén's five tips:
  1. Count to eight before writing so that the brain has time to catch up.
  2. See the recipient – who is going to read this?
  3. Read what you have written and consider how you would feel if it was directed at you.
  4. Think: ”what does what I write say about me?”
  5. Smile when writing (it actually makes you a little friendlier).

Now do this:
Ask students to write down which tips they would give a friend, a younger sibling or their parents. When they have finished writing - do the tips differ depending on who they given to?

Discussion questions for the exercise:
Ask the following questions. Let students discuss in pairs or in groups of 4-6. Discuss with the class after each question.
    ○ Reflect on your own behavior when online - how is it? Is it different depending on your mood or is it the same every day?
    ○ Have you ever written a comment that you regretted?
    ○ What are the consequences on society of an angry, insulting, mean, unpleasant tweet?
    ○ What is a provocation?

More reading of interest: [The authority The Swedish Media Council has material for school for cyber bullying.](#)

EXERCISE 5: THE SCHOOL AND LEADERSHIP

Applicable in the following subject areas: Social sciences, English, Swedish, Mentoring, Organization and leadership.
Preparations for the teacher: none.
Time and material: 15 minutes.

Introduction to the class: In 2015 the organizations Raoul Wallenberg Academy and Ashoka asked the youth to give tips to leaders on how school could be better at learning how to change society positively - be a change-maker. One of the suggestions was: "Teacher Education = Leadership Training. Educate and train our teachers in leadership - you should be the good role models." Another was: "Let's discuss social problems regularly, for example by arranging courses in change-making."

Now do this:
Divide students into groups of 4-6. Ask students to formulate their own tips to the leaders. The question to answer is how can school be better at teaching how to change society positively - that is, to become a change-maker?

Discussion questions for the exercise: Discuss the tips they wrote throughout the class.

More reading of interest: [Read all the tips here.](#)

EXERCISE 6: "WHO DO YOU WANT TO BE?"

Applicable in the following subject areas: Social sciences, English, Swedish, Mentoring, Organization and leadership.
Preparations for the teacher: none.
Time and materials: 25 minutes. Students need pen and paper or computer.
Introduction to the class: Be inspired by Raoul Wallenberg and think big about how we want to live our lives (based on our values).

Now do this:
Ask students to draw a line in the middle of a paper so that they have two columns. Ask them to think about how they want to be perceived. Ask them to think in relation to those closest to them, in school, and people in general. Ask them to write down the value words in one column. Time for this part: 5 minutes.

Ask them to think about how they do not want to be perceived. It does not have to be contradictory but may be. Write down the words in the second column. Time for this part: 5 minutes.

Ask students to find metaphors for the two columns, a symbol or metaphor. (Give examples, can be a country, a role model, a tool.) The symbols should mean something for you. For example, fish for me is negative but may be positive to you, it is your interpretation and doesn't need to be all-encompassing. Time for this 5 minutes.

Discussion and reflection:
Have students discuss with those who sit next to them about what they wrote down. One starts and after about 3 minutes they switch to the other one telling. Take a few minutes to ask students to reflect aloud about something they learned during the exercise.

EXERCISE NO. 7: PERSONAL PORTRAIT

Applicable in the following subject areas: Social sciences, English, Swedish, Mentoring, Organization and leadership.

Preparations for the teacher: none.

Time and materials: Approximately 20 minutes, the assignment can be given as homework. Students need pen and paper or computer.

Introduction to the class: You as teacher can talk about a person you believe has acted compassionately.

Now do this:

Ask students to write a personal portrait (description) of a person they think is compassionate - it may be your football coach, an idol or politician. People who made a difference showing compassion either on a large scale or by small measures. (e.g. Raoul Wallenberg, Malala, a bus driver).

Discussion and reflection:

Ask students to reflect out loud why they chose the person they chose. Discuss when they themselves thought they acted compassionately.