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| Similarities and Differences |  |  |
| **What** | **How** | **Reflection / Feedback** |
| 10 characteristics of yourself that you think others don’t have.  | IndividualWrite these on a piece of paper | Ask help from the teacher if you find this difficult.  |
| Share the characteristics in groups.  | 1. Share a big piece of paper that has been divided up into pieces. Each student receives one smaller piece and one piece is shared amongst the group.
2. In groups of 5.
3. One by one, discuss the different characteristics– everyone takes a turn.
4. If you’re the only person, who has a particular characteristic, then, write it down on your piece of paper. If others share the characteristic, then, write it down on the shared piece of paper.
5. Continue with the exercise until everyone has had a turn and there are at least 3 characteristics written down on the shared piece of paper.
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| Share the results with the entire group.  | 1. Lay the individual pieces of paper on the ground in front of you. Everyone walks around the room and reads the pieces of paper from the other groups.
2. Someone from each group briefly explains what each shared characteristic means.
 | The reflection focusses on clarification. The others may question the clarification.  |
| Discussion in small groups | Open discussion | 1. Were both positive and negative characteristics discussed?
2. Are you able to see the shared elements amongst the diverse groups?
3. Would the shared characteristics change if the configuration of the group changed?
4. Evaluate the method of your work. Did everyone get a chance to participate?
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| Conclusions in the large group | 1. In the small groups, choose 2 or 3 elements that you thought were important.
2. Share these with the large group and explain why they were important for your group.
3. One member of the group is allowed to present one element from their group.
 | Reflect together about the consequences for your daily lives.  |

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| Create and Tell |  |  |
| **What** | **How** | **Reflection / Feedback** |
| Create a story using 6 images that portray discrimination  | 1. Images about the different aspects of discrimination (4 sets of 6 images).
2. Groups of 3.
3. Create a story using 6 images.
4. Ensure that the group comes to a consensus.
 | Tell your story to another group and vice versa.  |
| Create a second story using 6 images that portray discrimination.  | 1. Use the same 6 images.
2. Remain in the same groups.
3. Create another story using the same images.
4. Ensure that the group comes to a consensus.
 | 1. Discuss which of the two stories are the most recognizable in your own life.
2. Search for examples in the stories that could refer to the lives of your neighbours or friends.
3. Choose one example that you share with the others in the larger group.
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| Create a third story using 6 images that portray discrimination.  | 1. Work with 6 images of your partner group.
2. Ensure that your story ends positively.
3. Ensure that there is consensus in the group.
4. Lay the pictures on the ground in the sequence of the story.
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| Interpreting the stories of others | 1. Change places with someone in another group and ‘read’ their story.
2. Try to reconstruct what they might have thought…
 | 1. Give your interpretation of their story to the large group.
2. Ask the group, who created the story, and whether it is correct or not.
3. With the large group, imagine an alternative ending. At least one ending must be positive and another negative.
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| Exercise Integration | Based on the two previous exercises  |  |
| **What** | **How** | **Reflection / Feedback** |
| Create your own story:1. You start with the paper that contains the characteristics.
2. You ensure that a ‘positive’ story is told about discrimination.
3. The story consists of 6 images that you think of (create) yourself.
 | 1. You work in groups of ‘similarities and differences.
2. The images can be printed or drawn yourself. You’re free to write a text with them.
3. You tell or read the texts to the group. Everyone needs to participate, but not everyone needs to do the same amount of work.
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| The new story is presented to the group.  | Each group presents their own story.  | After each presentation, 3 students use one (1) word to describe what they thought of the presentation. This word expresses their ‘opinion’.   |
| Discussion of the presentation | 1. At the end of the presentations, choose the story you think is the strongest.
2. You are not allowed to choose your own story.
3. Think about or note what touched or impressed you in this story.
4. Create groups of 2 persons and discuss amongst yourselves what you think is impressive about the stories.
5. Afterwards, share with the large group.
 | As you share with the large group, explain what touched or impressed you and how it is connected with your own life.  |