



Outline: **Experiential activities**

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School, country: Lyceum of Kato Achaia, Greece

Subject: Activity that focuses on discrimination and stereotypes

Title of the activity: “Against the Stream”

Duration: One hour

Recommended classes: All Gymnasium and Lyceum classes

Date: 20th December 2017



Objectives

- Understand students that the first impression may be misleading.
- Identify the traps that may be hidden in stereotypes.
- Identify routine stereotyped cases and explore how they affect their behavior.

What we need

- Table, paper and pencils to write key words and concepts, a spacious room.

Description

- We practiced the activity with a small group of students of the 1st class (age 15-16). The activity took place in the School Library.
- We explain to students that we will walk into the room to warm up. But we need to find the same walk for everyone and ask them to suggest their characteristics (e.g. rhythm, direction, exact move, etc.). We should all move in exactly the same way.
- Before the activity begins, discreetly we keep two or three people at once and give them the instruction to start with our slogan moving between us in a completely different, free way.
- Students start walking as we have decided together. Then we give the slogan to start and the rest with the free movement. We let the exercise evolve for a few minutes, observing whether the different movement of two or three people brings some disruption, change or influence in general to the other students.

Review and evaluation

- We ask students to describe what they think happened.
- We also ask them to explain how they felt when they all walked the same way and if something changed in them when the last three people were added. Possible responses given by students may indicate that they were disengaged, jealous of free movement and followed or not (and why), they were irritated, etc. We also do not forget to ask the trio with the free movement of how they felt they were "against the stream". Was it easy, difficult, enjoyable, tiring? Why;
- Then we ask the students if this shape with the different "motion" against the one we have jointly decided, and the emotions that accompany it, apply to some condition in our daily lives, or if they have experienced themselves such a condition.
- If so, did they play the part of a "pre-determined group" or one who went against it? How did they feel?
- Why do they think a person can choose to go with the current or against it?
- Are there ratings in these cases used for one role or the other?

Further Evaluation

We can (using brainstorming technique), make a list completing the phrase: "Today I am ...". Students can complete the phrase with a feature attributed to them by a specific environment in which they move, e.g. "Today I am ... the mischievous daughter who infringed her mother," "today I am ... a good friend who hears the problems of his partner" etc. This can be done collectively, or alternatively for each student separately, to which the others will add to it. In the end, we can make a review and identify potential contradictions in the characteristics that one brings in various aspects of his life.

