

# Creating prejudices and stereotypes



## Brief description of the activity

This activity aims to reflect on the creation of prejudices and stereotypes by making participants feel them in first person.

The activity has two steps:

- A role play
- A debate after watching a movie

The two steps are independent and can be performed together or separate, accordingly with the available time.

## Creating prejudices and stereotypes

### Topics, objectives and methodology:

In a multicultural and intercultural society, it is crucial that young people recognize the importance of intercultural dialogue, integration, and that no one is better or worse than the other. We recognize rights and responsibilities towards ourselves and others. Information and active participation is crucial for the elimination of stereotypes, prejudices and consequently acts of discrimination.

### Materials and location:

#### For activity 1

Pens and papers

#### For activity 2

ICT equipment (to screen a movie)

No specific costs are associated with this activity. Just a space where the activity will take place. It can be at the Youth Center or at the coffee place that you wish to rent for some hours. Try making the space nice and warm for the participants. You can

also decorate a space with pictures of (non)violence, (in)equality, migration flows, borders, fences etc. which you can find on internet. All this can help you to invite youngsters to get into the situation more realistically.

### Duration:

#### 1. Role play:

Duration 2 hours

#### 2. Movie watching and debate:

Duration 2 hours

### Staff needed and eventual specific skills required

The activity may be led by experts on this topic, youth workers or other people that promote equality and non-discrimination. Depending on the knowledge and ability of the expert, one person can lead the whole activity or be helped an assistant.

## 1. Role play

Duration 2 hours

### Before:

Write down on different papers the following roles / scenarios:

1. Imagine that you are a refugee. Because of the war, you were forced to flee your country and find yourself in a foreign country, among people who are native. That means that your refugee status makes you under privileged.
2. You are a single mother. People peek at you and they are full of prejudices about your education and your status. You explain to them why you stayed alone and took care of your children. People may understand you but often they will judge you non-justifiably.

3. You are witnessing physical violence. Three minors beat a boy because he is gay. What do you do?
4. You fall in love with a different skin color. You want to introduce him to your parents, but you don't know how to do it
5. At home, you notice that a person from a different religion performs his prayer differently from what you are used to. How do you react?

### During

Divide participants into small groups.

According to the number of groups, assign each of them a paper with a role/scenario that you previously prepared.

Give participants some minutes to create a situation inspired by the one that was given to them and then ask them to role play it in front of the other groups.

Encourage the other groups to comment the performance seen: the role play promotes the reflection on the prejudices, stereotypes that we have. By means of the discussion, the participants will be aware of any prejudices / stereotypes they may have.

## 2. Movie watching and debate

Duration 2 hours

### Before the activity

According with the number of participants, prepare papers/cards of different colours (white, black and yellow) equally distributed.

Procure the movie Die Welle by Dennis Gansel, 2008 dubbed or subtitled in a language that the audience can understand.

### During the activity

Explain the participants how long the workshop will take and what is its goal.

Screen the movie.

After watching the movie, distribute the colourful paper/cards. Ask the participants how they felt through the film. Only the questioned participants can answer. At first, ask only students with white paper/cards, later include those with yellow paper/cards to help the white group with the answers. The third group is excluded and cannot participate.

With the help of this kind of work, participants learn, in a concrete way, about differences, prejudices, discrimination (differentiation, exclusion, limitation or placement in an unequal position) based on ethnicity, skin color (white, yellow and black paper/cards).

## Innovative aspects for the promotion of interculture

This activity helps to promote interculture by: understanding the concept of prejudice, stereotype, discrimination; means of concrete examples, role plays, teamwork; getting to know how poor information and ignorance of the context can frame our thoughts and how this can lead us to create prejudices and stereotypes; recognizing the different forms of discrimination as a consequence of stereotypes and prejudices.

Participants themselves experience and learn about the feelings that arise when they are discriminated against: they became aware that prejudices can lead to tragic consequences (only by gossiping and avoiding can we do a lot of damage; identifying with a majority, a hormonal instinct); they learn about tolerance, accepting differences, developing empathy ("engaging in different roles"); a positive attitude towards their own and other

cultures is established.

## Do's and Dont's

The topic is very sensitive and may lead to deep discussions with no ending so the staff/mentor must take over it and in a polite way end such kind of discussion.



