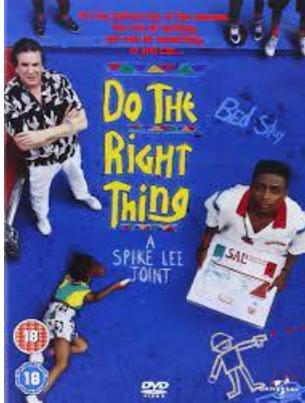


## THE RANT: Do the right thing



PREPARED BY: Cooperativa RUAH

## TAGS (3 categorizations)

Is this activity focusing on one of the 3 steps of the method or tackling a transversal challenge facilitators may face?	Step of the method	YES	Decentering X	Discovery of the frames of references of the other	Negotiation
	Challenge treated	NO			

## Small Description

*Please explain in a short paragraph (using grammatically correct full sentences) what your activity is about, why did you create it?*

A useful exercise to bring out our stereotypes towards other populations through the model presented in the film "Do the right thing" by Spike Lee (to which we can give continuity by identifying new and "closer" targets).

## Quick info

TIME FRAME	GROUP SIZE	FACILITATION LVL	COMFORT ZONE	MATERIALS
30-60 min	3-18	intermediate		Posters Markers The film clip with the rants

## Preparations needed

Arrangement of technology for watching the film "Do the right thing".

Suitable spaces for working in small groups and for the presentation of the performances in plenary

## Instructions Step By Step

*Please give step by step instructions of your activity, including debriefing. Be direct, address the reader as a facilitator directly: eg. ask your participants to stand in a circle...*

*Step 1.*

Watch the film clip 'Do the right thing' in which several characters rant against someone else. (<https://www.youtube.com/watch?v=8pCZNFxbQnk>; <https://www.youtube.com/watch?v=gLYTObRhcSY> for english version)

*Step 2.*

Participants are invited to get together in pairs/small groups to come up with a new rant about an ethnic group (chosen or decided by the trainer), with the aim of getting Spike Lee's attention and thus having the opportunity to contribute to the script of the film's sequel.

*Step 3.*

Presentation of group work in plenary. In turn, the small groups are invited to stand up and shout their rants.

*Step 4.*

Return on the meaning of this activity:

- Research with the guidance of the trainer which aspects of identity were touched upon in the different rants.
- Highlight the difference between affirmed identity and attributed identity.
- Deepen the concepts of stereotype and prejudice with theoretical contributions.



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## Hints for the facilitator

Keeping the game dimension high (it is from the game that the deepest and most valuable insights emerge).

Be aware that for some people it can be a space where they can legitimise venting, being against something/someone.

Focusing attention on the sensitive areas that are attacked and therefore involve us more.

## Ressources (Who invented this activity or who inspired it)

*If you invented it, please write the name of your colleague and institution as you'd like it to be referenced . If you used ideas /activities of others please put full reference as concretely as you can*

Activity developed by Giancarlo Domenghini, Nicola Di Pirro, and Marco Muzzana within the training programme "Training of initiation to intercultural approach".