

IO4 template



PREPARED BY:

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TAGS (3 categorizations)

Is this activity an introductory activity, focusing on one of the 3 steps of the method or tackling a sensitive zone?	Introductory exercises	YES	Biases of perception (categorisation, stereotypes)	Identity	Culture
	Step of the method	NO	Decentering	Discovery of the frames of references of the other	Negotiation
	Sensitive zone	NO			

Small Description

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

Before addressing the three steps of the method it's a good idea to provide an experiential exploration of the biases / obstacles to recognising others. Part of these biases consist in our system of perception, namely our automatism for generalisations, creating and thinking in categories and connecting associations to those categories (stereotypes).

This activity invites us to work on our stereotypes and prejudices about others in order to analyse them:

- work on the images we have of minority groups.
- understand how stereotypes work.
- generate creativity and spontaneous ideas from the ideas from the group.

Quick info

 TIME FRAME
30-60min

 GROUP SIZE
2-10

 FACILITATION LVL
Beginner

 COMFORT ZONE
Safe

 MATERIALS
Pen and paper
or a
computer/mobile
device.

45 minutes to 2 hours (depending on the size of the group)	5-15	Beginner	Intermediate	<ul style="list-style-type: none"> - A list of words to illustrate - Flipchart paper and marker to record scores - Sheets of paper (A4 size) and pens for the drawings - Sticky paper or pins to display the drawings
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Preparations needed

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.

Introduce the activity as a special version of “pictionary” - a game that many participants are familiar with. Tell them it will be a group competition and that teams will have to guess what their team members are drawing. Tell them every team member will draw, they will take turns one after another. Each time the team must send a person, to whom you can tell the word that he/she must draw. There are some rules: we cannot speak, write, cannot draw symbols (flags for instance). Create teams of 4-5 people, ask the teams to get sheets of paper and a pen and to sit together, further away from the other teams.

Step 2.

Call one member of each team and give them the word that they will need to draw. Ask them to join their groups and draw, while the other team members try to guess what it is. They should not draw numbers or words and should not talk, except to confirm the accuracy of the correctness of the answer.

The rest of the team should only suggest solutions, and not ask any questions. If the answer has been found, the team should announce it, without saying the word (the other teams may still be drawing). The teams that find out the word get a score, those who do not score zero points. Write the score on the board.

Repeat the same sequence with new words and drawers. Make sure that everyone gets to draw at least once.

Step 3.

After all the teams have gone round, ask the drawer of each team to write the word on each drawing whether or not it was finished or guessed. At the end, ask the groups to display their drawings, so that they can compare and discuss the different interpretations and images associated with the words.
Indifferent

Step 4.

To debrief ask participants if they found the activity useful, difficult and why.

Then ask participants to look at the drawings on the display and compare the different pictures associated with the words, and the diversity of interpretation. Ask them if these images correspond to reality and ask the designers about the images they chose to illustrate the words.

Continue by discussing where our images come from: are they positive or negative, and what effect they have on our relationships with the people concerned? With the people involved?

Check which words were more difficult to draw and explore why.

Hints for the facilitator

If the group is small, you can play in one group.

In the first round, ask one person to draw.

In the next round, the person who finds the solution draws.

Remember that people who consider themselves to be poor drawers may be afraid to draw, may be worried that this game is difficult.

Reassure them that you are not interested in masterpieces and encourage them to try.

This activity is likely to bring out the most immediate and common stereotypes about others, especially foreigners and minorities.

It is a very creative and fun activity. However, it is important that this activity is not limited to the drawings, but that the groups reflect on the risks of stereotyping and the origin of the people involved and where the images we have of others come from.

Each of us needs stereotypes to relate to our environment and to the people we live with.

We all have stereotypes; this is not only inevitable, it is necessary. Therefore, it is important to avoid any judgment of participants' stereotypes. The evaluation and discussion should contribute to an awareness of what stereotypes are: images and assumptions that often have little to do with reality.

It is interesting to note that we rarely have clichés about people with whom we have little contact.

For example, think about your stereotypes about people from Slovenia, Moldova, San Marino or Bhutan. At most, we think "they are nice people". Another word that is often difficult to draw is that "white man": usually participants only guess it in juxtaposition with a "black man".

We therefore suggest that you include in your list of words the name of a minority represented in your country and not represented, and with whom the group will have had little direct contact.

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

Pat Branders, Carmen Cardenas, Juan de Civente Abad, Rui Gomes, Mark Taylor (2016) Education Pack "all different - all equal" - Ideas, resources, methods and activities for non-formal intercultural education with young people and adults (3rd edition) Council of Europe.

Annex

Example of words to draw:

Racism - Difference - Education - Discrimination - Anti-Semitism

Refugee - European - National (of the country in which the activity takes place)

Poverty - Muslim - Homosexual - Equality - HIV positive -

Homosexual - Equality - HIV positive - Roma (gypsy or traveller)

Japanese - Russian - African - Human rights - Media - Tourist

Foreign - Solidarity - Refugee - Love -

Arab - Moldovan.