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**Groupings Prezi**

Teaching Notes

**‘Them and Us’**

**Prezi available at** <https://prezi.com/embed/a-c-4axvkhqs/>

**Activity** courtesy of www.extremedialogue*.*org

**Duration:** 10 minutes for planning their ‘argument’ and 2- 3 minutes per group to share findings.

**Teacher should:**

* Divide the group in two.
* Give the groups an ‘identity’ – blue and brown eyes. You may wish to do this by allocating different coloured stickers or simply by asking them to self-divide.
* As the group to stand and look at the other group for 30 seconds.
* Then ask them to convene in a part of the room in their sub-group.

Provide them with a flipchart or large sheet of paper. Ask them to draw two columns and list all the:

1. Good things about us

2. Bad things about them

**Learning Outcomes**

* Understand that when motivated to demonise another group, it can happen quite easily.
* Experience discrimination (or possibly even ‘benevolence’) and articulate the feelings that come from this.

**Teaching notes**

It is possible that you will be asked for further instruction from group members but stick to the ‘script’ – you have divided them and want them to list... it is up to the group to interpret what they have heard from you as a facilitator.

The reason that you are asking them to ‘look’ at the other group is to provide thinking and preparation time for the group.

If someone refuses to do this – it is not a failure, it is a different affirmation of the process. This enables you to use this to encourage discussion about critical thinking. The why not? And what happened questions? There are no right or wrong answers at this point but it is simply to explore peoples’ motivations for why they acted as they did. This can be useful for further discussion later.

During the exercise and indeed when the group come to share, it is possible that the group will ‘act up’ to the role they are playing even when it may feel superficial or unreal. In others cases, it may be the spirit of the activity that genuinely provokes such behaviour. Either way they are responses to the new group dynamic.

It is useful to allow some of this to occur and to refer to these instances as examples of how easy it is to fall into role and behaviours when:

* Affirmed by or supported by a group.
* Instructed to provide a case ‘against’ a group.
* Instructed by someone in a position of ‘seniority’ or ‘authority’ and so on.

It is important to give time and attention to the question that asks where we see this in real life.

**Debrief**

As a teacher, you will have observed different behaviours within the groups. It will be useful to take note of these behaviours during the exercise to share these with the group during the de-brief.

The focus for discussion is around the process that just took place. You can keep this very short or increase time spent on discussions depending on how engaged the group are and whether or not you feel the point needs to be explored further.

The exercise can also be related to the experiment undertaken in the US by teacher Jane Elliot or indeed refer to the film ‘The Wave’, in which similar experiments were undertaken with school students.

**Cross the Line Activity**

**Activity** Courtesy of [www.operationrespect.org](http://www.operationrespect.org)

**Teacher notes:**

The goal of this activity is to help identify and eliminate the barriers between people that perpetuate acts of unkindness. Young people become aware both that they are not alone in facing insecurities, fears and challenges and that there are differences among those challenges.

This activity should not be attempted until you’ve built trust and safety in your classroom and know your students well.

Although the content is quite serious, it is an activity that may be used with both young children and adults effectively – the video the ‘3 Beautiful Minutes’ illustrates this point.

Other important guidelines include:

* Be careful not to be judgmental or shaming in this activity, rather be supportive and accepting. Everyone in the class will probably have a reason to cross the line.
* Make sure you are aware of the potential for and seek support for any strong emotions that young people might exhibit. Please speak to Student Services.
* Involve the Safeguarding team in any concerns you might have for young people who are at-risk.
* Reassure young people that showing and discussing their feelings is healthy.
* Allow a comfortable space of silence after each “cross the line” before inviting students back to their original places. Slow pacing of the activity is important to its success.

**Learning Objectives**

Participants will:

1. Understand the effects of prejudice, ridicule, teasing and other hurtful behaviors;
2. Reflect on how it feels to cross the line;

**Worksheet available on the next pages (print pages: 4-6)**



* **Discuss and answer the following questions in pairs and NOT in groups.**
1. How did it feel when you did the exercise about what was bad about people who had different coloured eyes to you? Did it feel silly, uncomfortable, easy (*just another task your teacher has made you do*), ridiculous, difficult? How did it feel for you?

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1. Why did you think you were asked to do the different coloured eyes exercise? What was the point of it? Explain what you think it was about.

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1. In the next exercise, how many of you crossed the line and how many were left behind?

*Number who crossed was about: …………* *Number who didn’t cross was about: ………*

1. What do those numbers tell you? Think about all the reasons that would cause someone to cross the line. What does it tell you when you think about how many crossed and how many didn’t?

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1. Look at five people in your class that you are NOT close friends with. Do you know WHY they crossed the line? Do you know the reason they crossed **for certain**?

Yes / No: ………………….…..

1. Why does that tell you about ALL of us?

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1. Are We all the same? If so in what way are we all the same?

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1. Are we all different?

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1. Someone once said, “*The things that make us ALL the same is that we are all individually different*”. What did they mean by this statement do you think?

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1. Now let’s think about the film you watched from Denmark. Write down three things you learnt from watching that film.
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* ………………………………………………………………………………………………………………………………………………………………………………………………………
1. Now forget those things. Pretend you’ve not written them down at all. Think back … think back to when you were watching the video, when it was getting towards the end … how did it make you *feel*. Be brave and write down how it made you really feel.

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1. Do you think it’s natural to feel differently about people who are very different to you? Is it a normal human reaction to distance yourself from a gay person if you’ve never known a gay person? Is it a natural human reaction to distance yourself from someone who has a religion very different you yours? Is it normal not to trust a skinhead with a football scarf?

*Yes / No: ………………….…..*

1. Do you think it’s a normal human reaction to feel emotionally uplifted by seeing people who are very different coming together as you did in in that film? Do you think it’s a normal human reaction for that film to make you feel good inside?

*Yes / No: ………………….…..*

1. Do you think love is a normal human reaction?

*Yes / No: ………………….…..*

1. Do you think hate is a normal human reaction?

*Yes / No: ………………….…..*

1. What happens when people hate a certain group of people just because they are gay, or black, or Muslim, or Christian, or just different to everyone else?

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1. What happens when people show each other love?

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1. Which feels best to you?

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1. Who said, “*Imagine all the people sharing all the world*”?

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1. What else did he say?

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