

# 1.5 Included – excluded

## Goal

The students experience in a role play how people can be excluded from groups, unconsciously or consciously. The reflections about the feelings associated with this exclusion and the discussion of possibilities for action further the students' social and action competence.

4<sup>th</sup>–9<sup>th</sup> grade

60 minutes



### Materials:

set of five role cards.  
Four cards are identical,  
the fifth one differs.  
(See example below)

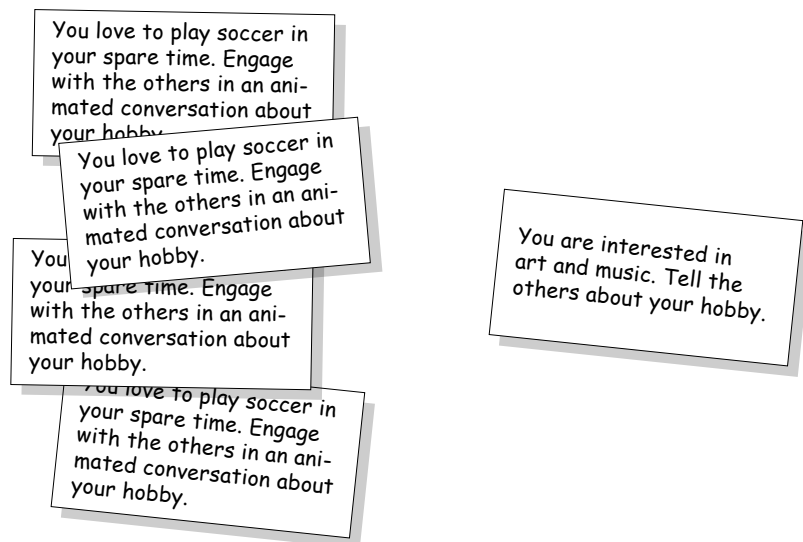
### Hints:

- It is helpful if the students already have had experiences with role play. The important rule is that comments may only be made after, but not during the role play!
- Source: [http://www.fippev.de/t3/fileadmin/fippev/userdaten/PDF/Anti-Bias-Ordner/Diskriminierung\\_Antibias\\_in\\_der\\_Schule.pdf](http://www.fippev.de/t3/fileadmin/fippev/userdaten/PDF/Anti-Bias-Ordner/Diskriminierung_Antibias_in_der_Schule.pdf)

### Procedure:

- Information to the students: to conduct a role play, presenting a situation in which four persons engage in a lively discussion about a theme from which the fifth person is excluded. (See above example). Other examples: 4 cards about the topic "vacationing at the beach", 1 card "vacationing in the mountains"; 4 cards about the topic "trouble with the teachers", 1 card "positive classroom experiences")
- Five volunteers receive each one card and chat about the topic (whereby it becomes soon apparent that someone is consistently talking at cross purposes). The five volunteers sit in a circle; the rest of the students sit around them. The role play lasts at most 10 minutes. It can be repeated with another set of cards if time allows.

## Example of role cards



- In the ensuing final reflection session, the class is discussing key questions, such as:
  - How did the participants feel during the role play, how do they feel now?
  - What did the observers notice?
  - Relative to the general mechanisms and motives for exclusion: why did the exclusion occur in this play, and what other situations of exclusion do you know? How could this painful exclusion have been avoided?

- Possibly compile a number of exclusion situations which are characteristic for our society; discussion of strategies to change these situations.

# 1.6 The personal identity molecule

## Goal

*The students reflect on their own cultural identity and become aware of commonalities and differences. They recognize their own diverse group affiliations, the affinity to minority or majority groups and the experiences involved with it.*

4<sup>th</sup>–9<sup>th</sup> grade

45–90 minutes



Materials:  
worksheet identity molecule  
(see example on right)

Hints:

Source: “A World of Difference”; Institute Training Manual, ©1994  
Anti-Defamation League.

Procedure:

- The students receive a worksheet “My personal identity molecule” to comprehend what is at issue. In a short class discussion, they then reflect on the various groups to which they feel affiliated.
- After writing their names in the central circle, they then write in the surrounding circles the names of the different groupings to which they feel affiliated (family, school, spare time, relatives in the country of origin, chat groups, facebook friends, etc.).
- In a second step, the instructor conducts a “stand-up” exercise, in order to visualize group affiliations. S/he calls out various possible groupings (“football club”, “relatives in country of origin” etc.). The students who listed these groupings stand up and maybe give a short commentary. Subsequently, categories are discussed which were not called out, but are listed on the worksheet.
- In a third step, the students form teams of two (preferably involving someone with whom they generally have little contact). Each team discusses which groupings and affiliations have had a particular influence on them, what kinds of influences various persons, personal, political or social events have had (and how different living environments (family, spare time, national culture and traditions) have shaped their character. What is the particular significance and importance of being a member of this group, what makes it easy or difficult to be a member of this group? The prompts for the discussion in pairs should previously be explained.
- To conclude the sequence, the whole class engages in reflections to prompts such as:
  - What are the most important points that you discussed in your teams of two?
  - Did students find out something new or surprising about themselves?
  - Did someone notice something interesting (e. g. gender-specific or age-specific behavior) during the stand-up exercise or in the discussion in pairs?
  - Which group affiliations can be experienced as problematic and painful?
  - In your opinion, which group affiliations are recognized by society,