

6.2 All different – all alike

Goal

The students learn to get to know and accept one another better in a group. They discover commonalities of which they had not been aware.

2nd–6th grade

30–45 minutes



Materials:
a piece of chalk or string.

Procedure:

- The classroom (or a part thereof that is freed of tables, chairs, etc.) is divided into two parts (with chalk or a string). In the beginning, the entire class stands on one side of the dividing line.
- The instructor then enumerates a series of characteristics (see below) one after another. If one of the characteristics applies to a student, s/he immediately moves to the other side of the line.
- The list should be age-specific and reflect other class-specific situations. Examples of characteristics:

Those who...

- are wearing jeans today
 - know or speak a special dialect of their mother-tongue
 - are older or younger than the average student in class
 - were born in their parents' country of origin
 - have spent part of their school days in this country
 - regularly read a newspaper
 - have already been subject to discrimination
 - have friends with physical or mental disabilities
 - are prejudiced against another group of people.
- The students discuss the following questions:
 - Did someone meet a student in a group with whom s/he thought to have no commonalities?
 - How does it feel to belong to a large group?
 - How does it feel to be alone, or almost alone?
 - In your lives, where have you already had similar experiences:
 - a) belonging to a majority,
 - b) the feeling of being alone and not belonging?

Expansion

For a second or third round, the students can also previously compile the characteristics. However, the instructor must have the right to veto, in view of potentially sensible or discriminating points.