

Lesson 1

All different, all equal

We accept each other in a group

Learning objectives	The students learn to know and accept each other as part of a group. The students discover what they have in common that they were unaware of before. They become aware of attitudes and practices related to difference.
Student tasks	The students are presented with a series of characteristics one by one. They have to decide whether or not they have each of these characteristics. After having noticed their own characteristics and those of their classmates, they discuss issues concerning equality.
Resources	A piece of chalk or string to draw or make a line on the ground.
Methods	Group work, plenary discussion.

Lesson description

The teacher draws a line on the floor in the middle of the classroom or lays out a piece of string. There should be enough space on both sides of the line for the students to stand.

The teacher asks all the students to stand on one side of the line (all on the same side).

The teacher then calls out a series of characteristics one by one. As soon as a characteristic is mentioned, the students have to decide whether it applies to them. Those who recognise that they have this characteristic should jump over the line. When they have jumped over the line, the students should look around to see who else has done the same.

Below are some examples of characteristics that a teacher can call out. Those students who:

- are wearing jeans;
- have blue eyes;
- have visited other countries in Europe;
- regularly read a newspaper;
- have eaten breakfast today;
- have got a sister or a brother;
- like watching television;
- like playing football.

The students can now be asked to suggest characteristics, but the teacher should be aware of and react to sensitive suggestions.

Once the game has been played for some time, the students should form a circle with their chairs. They should then discuss the following issues:

- Did anyone find themselves in a group with someone with whom they thought they had nothing in common?
- How does it feel to be part of a large group?
- How does it feel to be alone?

Variation:

As soon as a characteristic is mentioned, the students move to form groups with those having the same characteristics. They stay together for a moment in order to discuss what they have in common. Their discussions might concern preferences and behaviour, for example.