

## Exercise 4.1. – All different, all equal

<b>Educational objectives</b>	The students learn to know and accept each other in a group. The students discover what they have in common that they were unaware of. The students become aware of attitudes and practices related to difference.
<b>Resources</b>	A piece of chalk or a string to make a line on the ground.

### Procedure

1. The teacher calls out a series of characteristics one by one. As soon as it is mentioned, those who recognise that they have the characteristic cross the line.

Examples: all those who ...

- are wearing jeans
- have blue eyes
- are older
- have visited other countries in Europe
- regularly read a newspaper
- have been subjected to discrimination
- have homosexual friends
- have prejudices, etc.

The students can be asked to suggest characteristics, but the teacher must be aware of what might be sensitive.

2. The students 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, students move in the class to form groups composed of people with the same characteristics. They stay together for a moment in order to discuss what they have in common. What they say concerns preferences and behaviour, for example.