



## Lyceum of Kato Achaia

### **Outline: Experiential activities**

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**School, country:** Lyceum of Kato Achaia, Greece

**Subject:** Activity that focuses on the issue of stereotypes.

**Title of the activity:** “Labels”

**Duration:** One hour

**Recommended classes:** Third Grade - III Lyceum

**What we need:** White tags about 5x2 cm., one for each student

**Preparation:** We write on each label an attribute, e.g. irresponsible, intelligent, stupid, clever, clumsy etc. We also decide which will be the target of the activity, for example to design a poster, organize an event, carry furniture or make a discussion.

**Justification and general description of the activity:** We implemented this activity in March 2017 by a course of Modern Greek Language section on stereotypes. Specifically, we worked with students of first grade of Lyceum (16 years old) in the school library and asked them to bring some books and settle them, while they had signs (labels) on their foreheads. In the end we talked about whether they understood what was their sign, about their feelings during the activity and generally on the subject of stereotypes and discrimination. We also encouraged students to observe for a few days dynamics of the class or any group in which they participate (afternoon activities, some friends at school, etc.), and to identify possible signs with positive or negative connotations.

### **Objectives:**

1. To investigate students the relationship between what is expected of them and their actions
2. To raise awareness about the consequences of their behavior on others
3. To cause a discussion about the consequences when we treat people with stereotypes

### **Detailed description of the activity:**

1. We glued a label on the front of every student, so he/she couldn't see what it is written.
2. We explained the target of the activity to students (to move the books). We emphasized that during the process they should treat others according to their labels. For example, if someone had the label "lazy" on his forehead, all others must behave as if he is always lazy, but not to mention this word!
3. Students should try much to achieve their goal and behave each other according to the stereotype of the label.
4. At the end of the activity the students should try to guess what their label says, although this was not the main goal of the game.

### **Review and evaluation**

It is very important to ensure time so all students speak. We begin asking if they can guess what their label says and then we look at aspects of activity:

- How did you feel during the activity?
- It was difficult to treat others around you according to their labels?
- Is there someone who started to behave like sign dictated of; e.g. someone who was labeled "intelligent" had started telling jokes and behave more confidently? Or someone who had the label "Lazy," did he stopped to help or participate? What kind of labels we put on people in real life? How affect and how they affect the way we think about them?
- Which of the signs used in the activity are "stuck" on to people in real life and who are these people?
- Are as characterizations in reality?

We realized that this activity can cause strong emotions. So we should be very careful so as not to give a label to a student who has tendencies for this feature or has been targeted for something similar.

### **Ideas for follow**

Students observe for a few days dynamics of the class or any group in which they operate and identify possible signs with positive or negative connotations. (we did that).

Students could experiment with different stereotypes through role plays, using as a pretext a stop bus, the waiting room of a clinic or a journalist interviewed about the robbery of a bank. On labels can add other features on the identity of someone e.g. gender, ethnicity, age, physical characteristics. The same scene can repeatedly played with the same players that will have different labels. It remains that the directive that the players mustn't know what the sign says at a time.