

WALK A MILE IN THEIR SHOES

It would be advisable to work on the global concept of the campaign "To the Rhythm of Congo" before doing this activity. It is also advisable to briefly introduce the characters that will guide us through the different activities.



"Your prejudices are the voices of others"

In the initial design of the campaign we thought that it would be interesting not to explain the relationship between Elykia (the girl) and Esengo (the girl she is always carrying). This way, we can "play" with several scenarios: they could be a teenage mother and her daughter; sisters, a teenager taking care of her neighbour; or any other kind of relationship.

The goal is to generate an activity focused on stereotypes and prejudices.

The idea is to invite the class to speculate on the relationship between Elykia and Esengo, in order to later explain that there are no right or wrong answers, to go on to play with what stereotypes and prejudices are and what they lead to.

According to social psychology, we tend to form prejudices since establishing generalizations or categories helps us to simplify the world. This way, we maintain and reinforce prejudices that are based on generalized stereotypes.

When categorizations based on stereotypes are not reversible they often turn into prejudices. What is worrying about prejudices is that they end up justifying discriminatory behaviour towards certain people and social groups, and they can even end up causing what is known as the self-fulfilling prophecy or Pygmalion effect.

TARGET AUDIENCE

Students aged 6 to 18 (with different activities for each age group).

DEVELOPMENT OF STUDENTS AGED 11 TO 14

- Before explaining Elykia and Esengo's objective of coeducation, the teacher will ask a series of questions from the Annex_X for this age group, in order to generate curiosity about this concept.

- The teacher will explain that they are about to read an extract from a letter, and that they will ask the group to draw the characters that are described, the **Palagi**, in the way that the students imagine them as the letter is read out loud. The letter can be read twice.

"The body of the Palagi is completely covered by loincloths, mats and animal skins, almost airtight, so that not even a human eye or the sun's rays are able to penetrate them, so tight that their bodies fade white and they seem tired like a flower that grows in the forest beneath dense vegetation."

Around their feet they tie a skin that is as mouldable as it is strong. Unlike hard skins, soft skins are usually elastic and they adapt easily to the shape of the foot. They are made from thick animal skins that have been soaked, cut with a knife, hit and hung in the sun for so long that they have become hardened and tanned.

With these skins, the Palagi build a kind of canoe with high sides, which is big enough to fit the foot; one canoe for each foot. These small "boat-feet" are tied around the ankles with strings and hooks so as to hold the foot just like a snail holds its shell, its home. The Palagi wear these skins from dawn to dusk, even when they travel or dance. They wear them when it is hot and they wear them before a tropical storm.

The Palagi are poor because they go after things like crazy. Otherwise, without these things, they couldn't live at all. When they have built a tool with the shell of a tortoise which they use to fix their hair, they make a skin for that tool for that skin they fabricate a box, which is larger still.

When you walk into the cabin where they cook, you will see so many food containers that it is impossible to use them all at the same time.

You all know, brothers and sisters, that I am telling the truth, that I have seen it with my own eyes, and that I am not adding or making anything up."

- Then the drawings are shown and teachers and students talk about the Palagi and their customs, why they have drawn them in that way and what the students think the Palagi are doing. Some possible questions to ask the students are:
 - o What do the Palagi look like?
 - o What do you think about their customs?
 - o Would you like to live there? Why?
 - o Who are they? What civilization do they belong to?
- After the debate, students will discover the identity of the civilization the Palagi represent and the group will talk about diversity and prejudices, etc.

ANSWER: The Palagi are white European women and men, just as the Samoan chief Tuiavii described them in South Pacific Tivea around 1929, after going on a trip to Europe.

- Now that students know who they are, the teacher asks: Does your vision change? How do you feel?
- The class ends by dealing with prejudices, especially those related to Africa, that can be seen in this link:

<https://www.tripsavvy.com/myths-and-misconceptions-about-africa-1454495>

MATERIAL

- Annex 0
- Drawing material
- Computer, projector and internet connection to view the link:
<https://www.tripsavvy.com/myths-and-misconceptions-about-africa-1454495>