

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 FOR STUDENTS AGED 15 TO 18

- 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.
- On some masking tape, we shall write different nationalities and cultures: Moroccan, Peruvian, Rumanian, Gypsy, US, Russian, German, Basque, Congolese, Chinese, Spanish, Japanese, Italian, Portuguese, Colombian, Brazilian, Indian, Palestinian, etc.

- Now that we have the pieces of the masking tape with different nationalities, the teacher will place them on each student's forehead in such a way that students cannot see what is written, and they will stick a sheet of paper on their backs as well. From then on, they are asked to walk around, seeing what each person has on the forehead, and writing on their back what that culture evokes to them and how they react when they see someone from that nationality. They are encouraged to write "the first thing that comes to their minds."
- After ten minutes, the students will sit down and remove the sheets of paper from their backs. Each person will read what the other students have written and will have to guess which culture he or she had on their forehead.
- Once they have guessed their nationalities or cultures, the students will talk about the thoughts written on their sheets of paper. Here are some questions that can help them to reflect:
 - o *Do you personally know anyone from the cultures and nationalities that have been described?*
 - o *Do you interact with them in the same way as you have written?*
 - o *Do you think that those beliefs are real?*
 - o *Do you think that we have stereotypes or prejudices against other cultures?*
 - o *Are many of these ideas just rumours?*
 - o *How could we put an end to those rumours?*
- The class ends by dealing with prejudices, especially those related to Africa, that can be found on this link:

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

MATERIALS

- Annex 0
- Masking tape with the nationalities and blank sheets of paper
- Computer, projector and internet connection to view the link: <https://www.tripsavvy.com/myths-and-misconceptions-about-africa-1454495>