Exercise 4.1. – All different, all equal

| Educational objectives | 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.  
| Resources             | 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.