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| TARGET GROUPS | 14+ |
| TITLE | Marketplace of attributes |
| RUNNING TIME | 20-30min |
| LEARNING OBJECTIVES | Dealing with own group identities – and with stereotypes concerning these groups. Making aware how uncomfortable it can feel to be labelled just for your group belonging. |
| MATERIALS | Paper, moderation cards, tape or labels, pens, paper basket |
| PREPARATION | Circle of chairs, plenum |
| IMPLEMENTATION | This activity bases on activity “Fragments of my Identity”, so it should be done right after that one.  **First step** (individual work; 5-10 min.)  Ask the participants to choose one of the categories/groups of his or her identity, which they wrote down on the handout of the activity “Fragments of my Identity”. Tell them to write down five positive and five negative attributes that are given to this group either by society or by themselves.  When done ask them to take the negative attribute they consider as the most uncomfortable or annoying for themselves and write it on a card or tape and to fix it  on their clothes. (Attention: don’t force them, if some of the attributes are too heavy for them to write on the tape and tell them in case, that you don’t leave them with this attributes for the rest of the day.)  **Second step** (walk around; 10 min.)  Then ask them to go into the middle of the room where they find the “marketplace of attributes” and get to know each other with these new labels.  The participants start reading what the others have written and ask which group it belongs to and why somebody chose the specific attribute.  **Third step** (plenary discussion; 5-10 min.)  Ask the participants to stop the exchange and sit down again. Then start discussion asking how it felt running around with this negative attributes. Very often participants themselves are angry about the stupid stereotypes they are confronted with. Support them in building up their self-confidence and stop the discussion by placing a paper basket into the middle of the room.  The participants get the possibility to get rid of this negative attributes. One after the other can take the card or tape off, tear it into parts and throw it into the paper basket with their own comments.  When every body did it thank the group and carry the basket away demonstratively. |
| ROLE OF THE TEACHER | Facilitating the process |
| POSSIBLE RISKS & HOW TO HANDLE THEM | / |
| FEEDBACK TOOL | Follow the process as described in implementation. |

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Source: Schindlauer Dieter et al, Manual for Trainers, Workshops to Counteract Discrimination, 2006**.**