

TARGET GROUPS	12+
TITLE	VISITOR FROM ANOTHER GALAXY
RUNNING TIME	40-60min
LEARNING OBJECTIVES	<p>Structural discrimination</p> <p>Increase awareness of the subtle way stereotypes are created and reinforced and the way discrimination works. Give the possibility to take a more critical look on our own society and on the way we are influenced by different types of media.</p>
MATERIALS	Working sheet; one business or fashion magazine for each working group (use various magazines)
PREPARATION	<p><i>Prepare and print the worksheets.</i></p> <p><b>Worksheet:</b>  <i>You are a visitor from another galaxy. Your headquarter has sent you to a newly discovered planet – called Earth – to gather demographic information about the planet. Unfortunately you landed in a small cave with no exit but a magazine lying on the floor. So the only information source you have is this magazine.</i></p> <p><i>There is some kind of writing inside, but you are not able to read and understand this strange and new letters.</i></p> <p><i>So you can only concentrate on the pictures to get any information.</i></p> <p><i>Based on this very limited data, give feedback to the headquarter on the following topics.</i></p>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Population estimates.</i></li> <li><input type="checkbox"/> <i>Diversity of population.</i></li> <li><input type="checkbox"/> <i>Are there any species or groups, which seem to have different roles or jobs? How are they differentiated and what do they look like?</i></li> <li><input type="checkbox"/> <i>What are your impressions about the different species or groups?</i></li> <li><input type="checkbox"/> <i>Who seems to have power? Who seems to be in charge?</i></li> <li><input type="checkbox"/> <i>Any other observations?</i></li> </ul>
<p>IMPLEMENTATION</p>	<p><b>Step one (working groups, 20 min.)</b></p> <p>Read the instructions on the working sheet, hand it out to the participants together with one magazine per working group, and ask them to write their results on a flipchart paper for presentation in the plenum. If they want, they can choose specific pictures and fix them to their presentations.</p> <p>Let them work for 20 min.</p> <p><b>Step two (plenary discussion; 15 – 25 min.)</b></p> <p>Ask participants for their reports. What observations did they make? Watch out for statements like the following:</p> <ul style="list-style-type: none"> <li>*Most of them are white males in the age of 40 wearing eyeglasses (especially in business magazines)</li> <li>*Women wear less clothing.</li> <li>*Women or coloured people support man.</li> <li>*There were very few people of colour.</li> <li>*None has any physical disabilities.</li> <li>*All the people are very thin, maybe nearly starving.</li> <li>*Everybody looks happy/ is smiling (fashion magazines)</li> </ul>

	*[Some participants identify objects like cars, houses and computers as inhabitants of this planet because they were so dominant in the magazines.]
<b>ROLE OF THE TEACHER</b>	Facillitates the process.
<b>POSSIBLE RISKS &amp; HOW TO HANDLE THEM</b>	<p>Some of these observations can lead to a very critical view of your own society. Encourage people to watch advertisements, TV-Shows, etc. with the same critical focus.</p> <p>If the interpretations were very creative and fantastic, discuss also how very limited data can lead you to invent a whole picture of a society or group and how little this picture sometimes has to do with the real situation.</p>
<b>FEEDBACK TOOL</b>	<p>Proposed Questions:</p> <ul style="list-style-type: none"> <li>○ What did you learn about your own society?</li> <li>○ Which groups were dominant? Which groups existing in real society are missing in these images? And why?</li> <li>○ Was there any difference between the sexes?</li> <li>○ Was there any difference between the pictures you created out of business magazines and of fashion magazines?</li> <li>○ Do you think these magazines give you a very broad or a very limited picture of a society?</li> <li>○ Do you get a realistic picture of the society out of these magazines?</li> </ul>



Gefördert durch



Erasmus+  
Schulbildung

	<ul style="list-style-type: none"><li>○ Who seems to have power?</li><li>○ What do you think was the purpose of this activity?</li></ul>
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**Source:**

O'Mara, Julie 1994: Diversity Activities and Training Designs. Pfeiffer and Company. San Diego/California. pp. 201–203.