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| TARGET GROUPS | 12+ |
| TITLE | VISITOR FROM ANOTHER GALAXY |
| RUNNING TIME | 40-60min |
| LEARNING OBJECTIVES | Structural discriminationIncrease 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. |
| MATERIALS | Working sheet; one business or fashion magazine for each working group (use various magazines) |
| PREPARATION | *Prepare and print the worksheets.****Worksheet****:**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.* *There is some kind of writing inside, but you are not able to read and understand this strange and new letters.* *So you can only concentrate on the pictures to get any information.**Based on this very limited data, give feedback to the headquarter on the following topics.** Population estimates.** Diversity of population.** Are there any species or groups, which seem to have different roles or jobs? How are they differentiated and what do they look like?** What are your impressions about the different species or groups?** Who seems to have power? Who seems to be in charge?** Any other observations?* |
| IMPLEMENTATION | **Step one (working groups, 20 min.)**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. Let them work for 20 min.**Step two (plenary discussion; 15 – 25 min.)**Ask participants for their reports. What observations did they make?Watch out for statements like the following:\*Most of them are white males in the age of 40 wearing eyeglasses (especially in business magazines)\*Women wear less clothing.\*Women or coloured people support man.\*There were very few people of colour.\*None has any physical disabilities.\*All the people are very thin, maybe nearly starving.\*Everybody looks happy/ is smiling (fashion magazines)\*[Some participants identify objects like cars, houses and computers as inhabitants of this planet because they were so dominant in the magazines.]  |
| ROLE OF THE TEACHER | Facillitates the process. |
| POSSIBLE RISKS & HOW TO HANDLE THEM | 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.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.  |
| FEEDBACK TOOL | Proposed Questions:* What did you learn about your own society?
* Which groups were dominant? Which groups existing in real society are missing in these images? And why?
* Was there any difference between the sexes?
* Was there any difference between the pictures you created out of business magazines and of fashion magazines?
* Do you think these magazines give you a very broad or a very limited picture of a society?
* Do you get a realistic picture of the society out of these magazines?
* Who seems to have power?
* What do you think was the purpose of this activity?
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**Source:**

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