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| TARGET GROUPS | 12+ |
| TITLE | VISITOR FROM ANOTHER GALAXY |
| RUNNING TIME | 40-60min |
| LEARNING OBJECTIVES | Structural discrimination  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. |
| 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? |

**Source:**

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