



## Meeting in 1<sup>st</sup> Primary School of Kato Achaia

*A group of our Erasmus+ students visited the 1<sup>st</sup> Primary School of Kato Achaia and met with all students of 6th grade. Our students presented the Erasmus+ project "R.E.S.P.E.C.T." and then implemented the activity "Take one step ahead".*



The goal of this activity is to develop empathy for those who are different, to be aware of the inequality of opportunities in society and to identify the possible consequences of belonging to minority groups.



We implemented this activity twice; first, in early April 2018 in our school with 8 students of our Erasmus project. Our goal was for our students to understand the activity so that they could act as animators the second time we would do it.



Indeed, on April 18th we visited the Primary School of Kato Achaia and we performed the activity for the second time with 25 sixth grade students (due to the large number of students the activity was done twice that day).

The whole activity was exclusively conducted by our high school students who worked as animators (we -teachers- just watched and observed the process). Because of this, the whole project was very successful and both the young and the older students liked it very much.

Pupils of primary school were interested in Erasmus+ project "R.E.S.P.E.C.T." and they would like to know more details about our partners, so we promised them to visit again their school on May, when we will host our partners in General Lyceum of Kato Achaia for a transnational meeting.



### **Detailed description of the activity**

#### **Goals:**

- *To develop empathy for those who are different*
- *To be aware of the inequality of opportunities in society*
- *To identify the possible consequences of belonging to minority groups*

**Duration:** *One hour*

**Proposed classes:** *Large classes of Primary*

**What we need:** *Role cards, list of situations. Optional: artistic materials for design labels with names and / or images*

**Preparation:** *We adapt the roles and "situations" to our team profile. We create a role card for each child. We make copies of the booklet with the roles, cut strips and fold them.*

#### **Description**

- 1.** We introduce the activity, asking the children if they have ever imagined being someone else. We ask children examples. We explain that in this activity they will play the role of someone else, the role of another child who is probably quite different from them.
- 2.** We say that everyone will get a card with his/her new identity. They have to read silently and not reveal to anyone who they are. If a child does not understand the meaning of a word on his role card, he must silently raise his hand and wait for the teacher (animator) to explain.
- 3.** We ask the children to remain in complete silence as they stand one by one from the other, as a starting line. Right after that, we explain that we will describe some situations that can happen to a child. If our reference corresponds to the individual who they imagine embody, then they should take a step forward. Otherwise, they must not move.

4. We read one by one individual situations. We pause in every situation to give children the time to take the step forward. Children should look around and see where the others are.
5. At the end of the activity we ask all children to stay in their final position. We ask each child to describe in turn the role assigned to him. After all students identify the identity of their role, we ask them to observe in what point they are after the activity is completed.
6. Finally we are clearly completing the role play. We ask children to close their eyes and return to their real world. We explain that we will count until three and then we will exclaim their own name. In this way we will complete the activity and make sure that the children will not remain stuck in their role.

### **Statements**

We read the following statements loudly. After reading each statement, we give students time to go ahead and to see where they are in relation to the others.

1. You and your family always have enough money to cover your needs.
2. You live in a cozy house with telephone and TV.
3. You are not mocked or isolated because of your different appearance or your disability.
4. The people you live with ask for your opinion on important decisions which concern you.
5. You go to a good school and participate in clubs and sports activities afterwards the school.
6. You are attending additional music and painting lessons after school.
7. You are not afraid that the police will stop you.
8. You live with adults who love you and they always take care of you.
9. Have you ever experienced discrimination against you because of your infirmity or the origin of your parents, your religion or your culture?
10. You have frequent medical and dental checks, even when you are not sick / ill.
11. You and your family go on holiday once a year.
12. You can call friends to eat together or to host them at your home.
13. When you grow up you can go to university, choose any job or profession you want.
14. You are not afraid that you may be teased or attacked on the street, at school or at home.
15. You usually watch on television or in movies people who look like you and live as you live.
16. You and your family go to the cinema, the zoo, the museum, in the countryside or other fun places at least once a month.
17. Your parents, your grandfather, your grandmother were born in this country.
18. You buy new clothes and shoes whenever you need them.
19. You have plenty of time to play and friends to play with.
20. You have access to a computer and you can use the internet.
21. You feel that your family encourages you to develop all your abilities.
22. You believe that you will have a happy future when you grow up.

### **Report - discussion**

1. We report activity by asking questions such as:
  - What happened during this activity?
  - How easy or difficult was to play your role?
  - How did you imagine the person you played? Do you know someone who is like this person?
  - How did you feel when you imagined yourself as the person in your role? Was this person like you? Do you know in your real life someone who is like this person?

2. We associate activity with discrimination and social and economic issues inequality, by asking questions such as:

- How did you feel when you took a step forward / or when you did not?
- If you went ahead frequently, when did you start to notice that some others were not moving as fast as you?
- Did the person you played gone forward or not? Why?
- Did you feel that something was wrong?
- These what happened during the activity, resemble what happens in real life?
- Which are the reasons that some people have more opportunities in life?

**Further evaluation**

We talk to kids about who has more or fewer opportunities in their community. What first steps could be taken to make opportunities equal for all? Are there any inequalities in the group or community that children can report?

*Source: Little Compass, Compasito, Training Manual on Human Rights for Children, © Council of Europe17*  
*Topics: General Human rights, discrimination, poverty and Social Exclusion.*

***The Erasmus+ teacher's team***