

1. Educational Content

Areas(s) of Peace Education:

x	Human Rights	x	Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Equality and community

Educational Goals and Indicators:

	1	Develop intercultural competence
	1a)	Show knowledge of own culture and be able to reflect on it
	1b)	Gain knowledge of other cultures
	1c)	Be open minded about new knowledge
	1d)	Be able to reflect on new knowledge
	2	Build an inclusive community through friendship
x	2a)	Interact with peers from other countries
	2b)	Understand the importance of trust within friendship
x	2c)	Understand the benefits of an inclusive community
x	2d)	Contribute to the creation of an inclusive community
	3	Develop positive attitudes towards others
	3a)	Respect other people's points of view
	3b)	Respond positively to challenges
x	3c)	Demonstrate care for others
x	3d)	Respect the feelings and belongings of others
	4	Develop an interest in Peace Education
x	4a)	Participate in Peace Education activities
x	4b)	Reflect on learning from Peace Education
x	4c)	Share learning from Peace Education
x	4d)	Connect Peace Education to home life

Evidence:

Points made in discussions

2. Explanation

Do:

Preparation

Decide on a task that the kids have to solve. E.g. make a poster that illustrates the children's convention, plan a party or move some furniture.

Instruction

Explain to the kids that they should solve the task and yet treat everyone as their label states without telling them what the label says. The word on the label has to be kept secret.

Place a label on each kid's forehead or back. They are not allowed themselves to know what it says on their label. Behaviour-based ideas such as "talkative, shy, active, friendly, or leader" work the best because they don't imply positive or negative connotations.

The kids should use their energy on solving the task as well as treating each other as the label states.

Each group gets 20 min to solve their task.

3. Debriefing

Reflect:

The kids stay in their groups for the debriefing.

Make sure you have plenty of time for the debriefing so ALL kids gets a chance to share.

Each kid has to try to guess what his or her label says (bear in mind that this is not the main goal of the activity).

Move on to the following questions:

- How did you feel during the activity?
- Was it hard to treat people as the label stated
- Did anyone start acting like his or her label said? E.g. did the kid whose label said lazy start acting lazy?

Generalize:

- What labels do we put on other people and ourselves in real life?
- How do you think this affects them?
- How do you think it affects our way of thinking of them? (give an example)
- In real life how do labels get used?
- Are they justified and fair?

Apply:

Think about ways that you could be labeled. Are these labels true, fair, kind? Do they describe you completely or just in part?

How can you work towards reducing the use of labels at you school or in your community? How can we be open-minded when we don't initially understand someone?

4. Materials and Background Preparation

Origin of Activity:

Mette Wybrandt from the material: "Medborger Læringsforløb – Aktivitetskatalog". www.amondo.dk
Inspired by: "Labels" European Youth Centre (1995), "All different – All Equal".

Materials:

Labels with different characteristic that the children can relate to, e.g. irresponsible, funny, stupid, smart, clumsy. There should be a label for each kid.

Time & Group Size:

About 45 minutes.

Groups of 12.

Tips for facilitators:

Be thoughtful and aware while assigning labels. Include all leaders/staff in the process. The goal of the activity is to heighten awareness and sensitivity about labels, not to create or reinforce labels.

Be aware that this activity can create some strong emotional reactions.

Activity Name:

Labels