



**Activities for students  
age range 16-19**



# **STAGE 5: DEALING WITH PREJUDICES**



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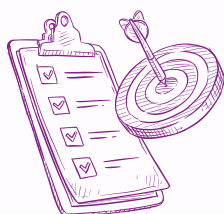


## Stage 5: Dealing with prejudices



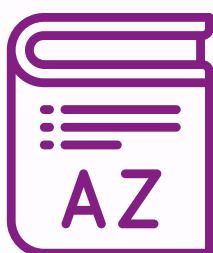
### AIM

To build awareness that generalizations can obscure the unique realities of individuals, leading to discrimination.



### OBJECTIVES

Students will recognize generalizations and prejudices within themselves and others. Students will identify strategies for addressing prejudice and discrimination. Students will understand the importance of being aware of their own biases as a key to fostering harmonious relationships.



### KEY WORDS AND CONTENT

Generalizations, stereotypes, prejudices, and discrimination, along with strategies for addressing them, are essential for fostering harmonious coexistence.



### METHODS AND TIMING

Exercises to recognize and address generalizations and prejudices.  
45-50 minutes.



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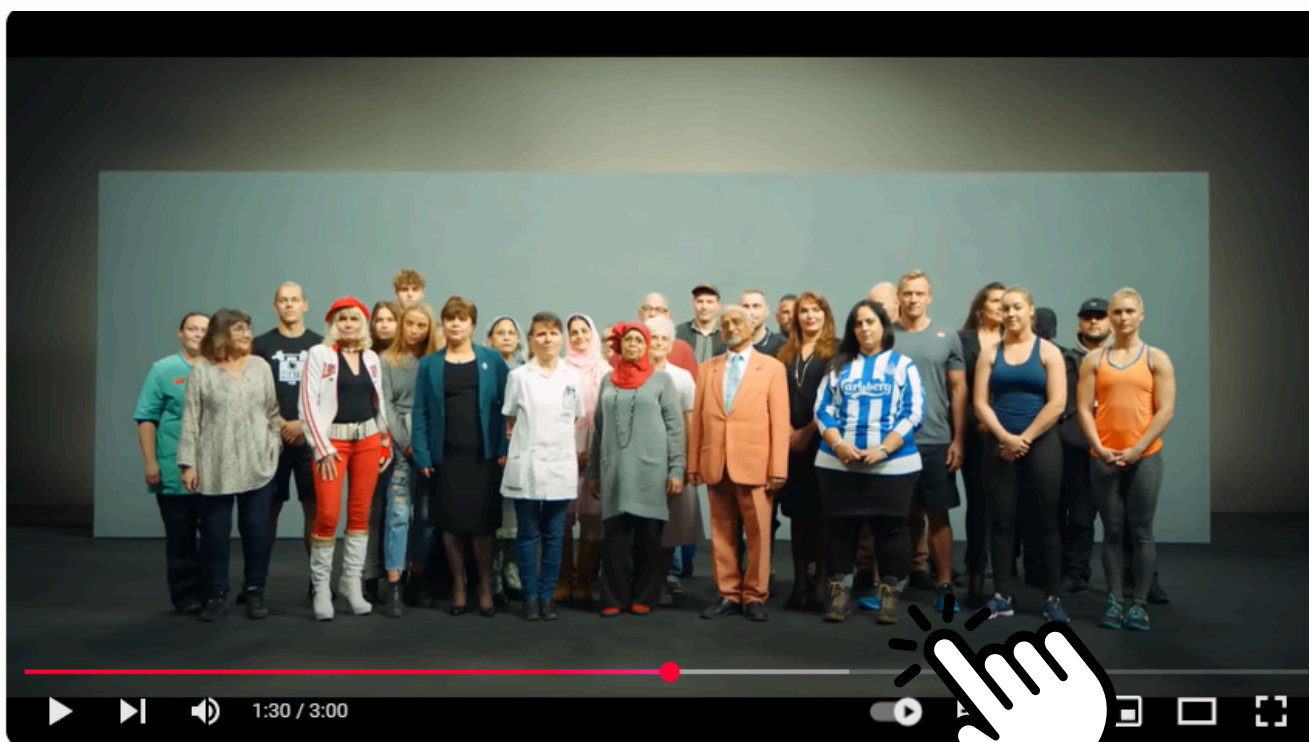
## Stage 5: Dealing with prejudices



**Maybe we have more in common  
than what we think?**



**Ask students to watch this 3  
minute video...**



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**...and to reflect on the film by asking the following questions (Students could find the questions in → Stage 5 - Student worksheet)**



Have I ever felt boxed (being categorized or labeled in a way that limits one's identity or potential) in by someone who assumed we had nothing in common? How did I react?



Have I ever placed others in a box, believing we were completely different? What were my feelings and reactions?



Did I discover that someone I had boxed in actually shared more in common with me than I realized? How did I come to this realization?



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**Ask students to share their experiences in groups of 3.**



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**Explain briefly what this is about:**

We often tend to quickly assign people to groups, believing that "we" are very different from "them" and that little or nothing connects us. We put others in boxes. Only by getting to know someone better and encountering them do we discover what connects us and what we have in common.



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## Stage 5: Dealing with prejudices



### Generalizations and Prejudices: How Can We Address Them?

#### The danger of a single story

1. Briefly explain the background of the video “The danger of a single story”

Although Chimamanda Adichie, a writer from Nigeria, came to the USA as a student and not as a refugee, she nevertheless had to experience being fixed to a certain image or a certain story ("single story").

In a speech she describes how she experienced this fixation and reduction as a denial of recognition, as the exercise of power, and even as a robbery of her dignity.



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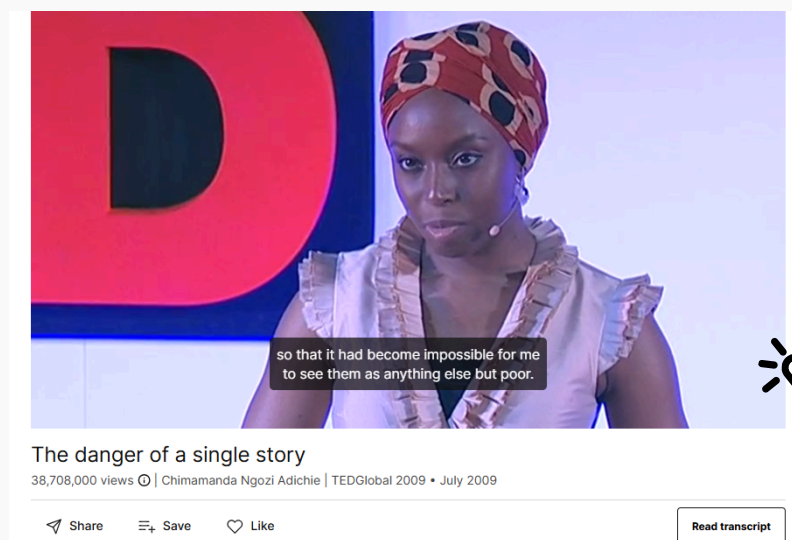




## Stage 5: Dealing with prejudices

### The danger of a single story

2. Ask students to watch the video and to reflect on the film by asking the following questions (Students could find the questions in → Stage 5 - Student worksheet):



Do I have experience being defined by others based on a “single story”? If so, what stories have I been reduced to? How did I experience this, and how did I respond?

When I reflect on my interactions with others, have I ever reduced someone else to a single story? If so, how do I address this?

What helps me keep an open mind and embrace diverse stories about others? What can we do to prevent stereotypes from leading to discrimination?



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### The danger of a single story

3. Ask students to share their experiences in groups of 3 the first two questions. Ask them to share with the whole class the answers regarding the third question.

(Someone can take note of all answers regarding the 3rd question in case you plan to do an action challenge related to this stage.)

4. Explain briefly what this is about:

We often quickly assign people to a single story based on their membership in a particular group or certain characteristics, paying little attention to whether that story is true or what narratives they might share about themselves. Unfortunately, refugees often find that few people are interested in their stories, which hinders meaningful encounters, exchanges, and mutual enrichment.



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It may be helpful to explain the cognitive, emotional, and attitudinal components involved. Stereotypes are generalizations based on beliefs (what we think), while prejudices arise when these generalizations evoke uncomfortable feelings such as fear, apprehension, or hate. Discrimination occurs when these factors combine and lead us to act negatively toward someone. Therefore, it is crucial to be aware of our stereotypes and prejudices to prevent discrimination.



Your **Togheter for Change** national partner will have firsthand knowledge of this topic and can offer valuable advice on how to address it effectively. They may even know local influencers who are anti-racist activists. Additionally, they might provide complementary materials if you wish to explore the topic further.



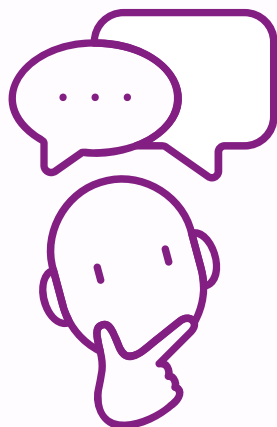
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## Stage 5: Dealing with prejudices



### Reflective practice

Explain the reflection task for this stage (Reflection task, students could find the questions in → Stage 5 - Student worksheet )  
Note three statements about yourself that you would reject because they fail to accurately describe you or do not respect your individuality.



## Closing reflections & prepare for next steps

○ ○ ○  
Ask the students to explain in a few sentences what they learned in this stage. After a few students share their thoughts, you can summarize their responses in your own words (refer to the lesson goals above).  
Then, explain how the next stage will unfold: 'In our next session, we will be getting into action!'



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