

## 7 TEACH

### RESOURCE 14

#### Fair Play Position Game

##### STEP 3 PLAY How serious do you think it is?

##### Position yourself and argue your point!

*10 min group discussion based on the situation cards (max. 5 students per group)*

Students all receive the same cards with pictures of situations that are discriminatory or insulting. The students are asked to discuss each situation with the group. They have to agree on where to put the card on the scale of seriousness. The scale of seriousness is an imaginary line on the floor or on the table gradually moving from not serious to very serious.

AIM: Students reflect on their own standards as to what they think is serious and what is not, and why. They also learn to position themselves and find arguments for it.

##### STEP 4 QUESTIONS Discussing the cards

*(15 min. with the whole class)*

Place all the lines of cards on one table or on the floor. Invite the class to stand around.

You want to compare and discuss the different lines and why some groups placed the same situation on different locations on the line.

Questions you can ask are:

- a How did you agree on where to put the cards ?
- b Describe the process of placing the cards on the line. Which situation was the most difficult to place? Why? (try to figure out what influenced their decisions: was it personal experience, their religious beliefs, media...)
- c Comparing the lines of cards, I notice that this situation here is placed differently by different groups. Can the two groups go into discussion and argue why they did what they did?
- d Imagine...that your brother or sister reveals that he/she is gay. What do you think of the many words referring to being gay used as an insult ? (faggot, dyke, poof, ...)

##### STEP 5 QUESTIONS Closure

*(5 min. with the whole class)*

Summarise what you observed during step 4 when discussing the outcomes of each group with the whole class. You can, for instance, cover:

- whether the students debated in a respectful way and listened to each other
- where opinions and feelings concerning the situation originate from (personal experience, the media, parents, friends...)



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### **STEP 6 DO IT YOURSELF Final Activity**

*(15 min, in groups of 5)*

Read out the following situation and ask the students to come up with a scenario: how would they react? Each group is invited to write their reaction onto the board.

#### **Situation (based upon scene 2 from Fair Play)**

You are waiting in line to get into the dance club with your friends. A famous DJ is playing and you absolutely want to join the party. Then something bad happens: the bouncer refuses to let one of your friends in. He is wearing sneakers. Later, you see the bouncer wave through two other boys in sneakers. It's clear: your friend is discriminated against because he is a Muslim. What do you do? Discuss the ideas submitted by every group. Ask them why it is important to react.