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Edu4Impact LTTA – Case study 11

General Information

- **Activity name**: Stereotype Recognition – 2 Truths vs 1 Lie
- **SEL Training Area**: Relationship Skills

1. Objective of the Activity

What is the main goal of your activity? What do you want participants to learn or develop?

"Stereotype Recognition" activity:

- To under your own stereotypes
- To spur coordination

"2 Truths vs 1 Lie" activity:

- To quickly connect with other persons you don't necessary know
- To learn something about the other members of the group

2. Target Group

Who is this activity designed for? Be as specific as possible.

- **Type of participants**: any kind of participants
- **Age range**: 1st activity: all ages - 2nd activity: 18+ years old
- **Specific needs (if any)**: none

3. Description of the Activity

Describe the activity step by step so that others can replicate it (e.g. intro, development, wrap-up – debriefing)

Activity 1 – Stereotype Recognition

- Each participant randomly grabs a piece of paper with one profile on it, for example: blonde, football player, electrician, plumber, teacher, lawyer, entrepreneur, ambassador's wife, fashion model etc.
- The participants cannot see what is on their own piece of paper
- In turns, each participant moves around the room (or other space selected by the trainer) with their piece of paper showing their profile only to the other persons and tries to understand what their profile is based on the description provided by the others
- Debriefing session led by the trainer: were stereotypes used by the participants in order for the person trying to guess their own profile to succeed in that? If yes, for which reason? Could the participants have used other terms to make the player reach the same results? Etc.

Activity 2 – 2 Truths vs 1 Lie

- The group is divided in couples (person A and person B), playing in turns
- Person A tells three facts about themselves in front of the whole group: two of them are true while one is false (discretional order of the facts)
- Person B has to guess which fact out of the three told is false
- Person A confirms whether Person B is correct or not. In the latter case, person B can make another guess in order to ultimately identify the false fact
- After all the couples in the group have carried out the activity, the roles are switched until each participant has been both person A and person B
- Debriefing session led by the trainer: why did you choose these three facts? Why did you think that the first guess you made was the correct one and [if it wasn't] which kind of immediate reaction you had when you found out that the other fact was actually the false one? Have you learnt something new about the participant who told you the three facts? Etc.

4. SEL Competence / Skill Developed

*Which SEL competence(s) does your activity target? (**Self-awareness**; **Social awareness**; Responsible decision-making; Self-management; **Relationship skills**)*

Explain how this competence is developed through the activity:

"Stereotype Recognition" develops relationship skills by:

- Increasing the participants' **mutual knowledge**
- Rising **awareness about the stereotypes** we use in our everyday life
- Promoting **team work**
- Enhancing **coordination** and **cooperation skills**
- Fostering **reflection** and **sensibilization**

"2 Truths vs 1 Lie" develops relationship skills by:

- Increasing the participants' **mutual knowledge**
- Promoting **self awareness** and **social awareness** based on the other participants' perception of what one could or could not be/do/think etc.
- Enhancing **self confidence** by opening to someone else
- Fostering **reflection**

5. Materials and Space Needed

What do you need to implement this activity?

1st activity:

- Pieces of paper
- Pens, pencils or markers
- An indoor (e.g. a gym) or outdoor (e.g. a field) space, big enough for the participants to move around

2nd activity:

- An indoor (e.g. a gym) or outdoor (e.g. a field) space
- (optional) Pieces of paper and pens/pencils/markers if person A wants to write down the three facts as a note for themselves

6. Adaptation to Different Contexts

How does this activity fit your professional context?

1st activity:

This activity can be applied to a wide set of different contexts, e.g:

- Group activities for disadvantaged beneficiaries, in order to bring attention on the stereotypes they might, in turn, possibly face in their day-to-day lives
- Mixed children and adults groups, in order to test how stereotypes at a young age may be different in nature compared to the adults' ones
- "Train the trainer" events/courses, helping professionals to become more aware about their own stereotypes

2nd activity:

This activity can be applied basically to any context (often to be used as an icebreaker), but it doesn't work very well with children as the biographical facts they (may) choose are usually less precise than what the activiy itself requires.

7. Expected Outcomes

What changes do you expect in participants after this activity?

- Creation of new or more profound long-term relationships between the participants
- Self awareness
- Social awareness
- Sensibilization skills
- Team/group work orientation
- Understanding how a community works