

# 27. Strangers, but able to change

## DESCRIPTION

A workshop for students, teachers, parents or a mixed group, to encourage the school community to communicate and act together to change and address racism. Participants will work together based on the short film Strangers (2004) by Erez Tadmor & Guy Nattiv, in order to reflect on the possibilities of communicating with others regardless of language, cultural background, or religion, for a common purpose, such as fighting racism and showing solidarity with people in need.

<https://www.youtube.com/watch?v=RpjHSiQLPmA>



## OBJECTIVES

**The objectives of the activity are for the participants to:**

1. appreciate the value of non-linguistic communication,
2. explain what can bring strangers together,
3. evaluate the evils caused by racism,
4. feel that any of us can be a victim of discrimination or racism,
5. think about their own responsibility for change and showing solidarity with people in need.

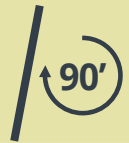


## EXPECTED OUTCOME (EO)

**Upon completion of the activity, participants are expected to:**

1. reflect on their responsibility and what they can do to address racism,
2. reflect on how they will take action for change and inclusion of refugees,
3. appreciate the value of communicating with all regardless of their differences,
4. feel that there is always something connecting us with other people.





# Strangers, but able to change

**VALUES**

Valuing cultural diversity

- 8 Promotes the view that we should be tolerant of the different beliefs that are held by others in society **B**

**ATTITUDES**

Respect

- 28 Expresses respect for other people as equal human beings **B**
- 29 Treats all people with respect regardless of their cultural background **I**

Civic-mindedness

- 35 Expresses commitment to not being a bystander when the dignity and rights of others are violated **I**

## COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 76 Can recognise when a companion needs his/her help **B**
- 77 Expresses sympathy for the bad things that he/she has seen happen to other people **B**

Conflict resolution skills

- 101 Can identify options for resolving conflicts **B**

**SKILLS**

KNOWLEDGE & CRITICAL UNDERSTANDING

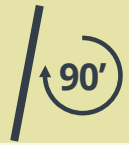
### Activity steps

01

The group sits in a circle and gets to know each other by saying their names. They then take turns sharing something they like (e.g., a favourite kind of food). Finally, everyone is asked to complete the sentence: Today I came here because...

The purpose is to get to know each other to create a warm atmosphere, and to bring out the motivation and expectations that help the facilitator in the development of the group and the workshop.





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## Activity steps

### 02

The group is informed about the film and its participants and asked to pay attention to what happens in the film, because the facilitator will pause it while they discuss what they see.

#### Part A 0:00-2:00

1. What is the relationship between the two leading characters?
2. What unites them?
3. What separates them?
4. What are their feelings at the moment?
5. What do they think about each other?

#### Part B 2:01-4:46

1. What changes in the lives of the two protagonists?
2. What unites them?
3. What would you advise them to do and why?
4. Can they act together to change the difficult situation they both live in?

#### Part C 4:47-7:11

1. What unites them?
2. How did they communicate about joint action?
3. What was the result of their joint action?

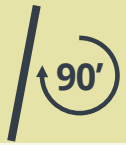
### 03

The facilitator divides the participants into groups and asks them to continue the story after the protagonists leave the underground railway. They are given 15 minutes to think about the scene just after the exit and present it either verbally or with a still image created by all group members, lasting 1 minute.

Each presentation is followed by a reflective short discussion:

- Why did you choose this continuation?
- Why do they continue (or not continue) to get to know each other and act together?
- (In case the two protagonists do not continue their interconnection) what could we do to change things so that what unites them contributes to their interconnection?





# Strangers, but able to change

## Activity steps

# 04

The trainer asks everyone to sit in a circle for a final reflection:

- What is it like to feel like a stranger somewhere?
- Is it possible that we all feel like strangers in some situations?
- What is our attitude towards others, especially those in need or victims of violence?
- What can we do when the rights and dignity of others are violated?
- What can we do as a group against discrimination, racism and violence?

The workshop ends with a word from everyone that reflects their current experience.

## Evaluation/Assessment

Reflection circle at the end of the workshop.

## Materials/sources

1. Computer.
2. Projector.
3. Speakers.
4. A4 paper.
5. Pens.

