

**Activity:** Social identities

**Addresses:** Intercultural dimension.

**Aims/Intended Learning Outcomes:** To reflect on the concept of *stereotype* and its implications from the perspective of intercultural communication.

**Activity 2. Description:**

- ▶ Participants discuss with their group members the characteristics that define a tourist and a bachelor.

Students develop awareness of how we categorize people in society and the labels we use to describe them.

**Time required:** depending on the group size. Small teams are formed (3 to 4 students) to conduct the activity, each team is allowed to use around 5 to 10 minutes for their activity.

**Group size:** At least two teams are required - the minimum size would then be 4. No maximum size limit.

**Context/setting:** In the classroom.

**Description:**

1. At the start of the session students are asked to form groups of 3 to 4 people.
2. In each group participants reflect on the characteristics that define a tourist and a bachelor. They also suggest people who would fit into this category.
3. During the session each team will then present their findings to the rest of the teams and discussion of all their findings ensues.
4. The whole group will finally discuss their different findings.

**Variations:** Almost any label could be chosen for discussion.

**Materials needed:** Images of social groups, tourists and bachelors.

Particularly useful are images that the group may not have included (e.g. the Pope - bachelor/an alien - tourist).

**Behind the activity:**

**Inspired by:** Prior work on immigration and communication and the difficulties immigrants face when dealing with foreign bureaucracy with social workers and legal professionals.

**Any other comments:** The activities led to heated debate about positive and negative connotations of bachelor/spinster for example.