

# Men/Mouse

## Intro activity

Source: T-kit 4 Intercultural learning,  
Baustein zur nicht rassistischen  
Bildungsarbeit



any number  
of people  
(participants  
will work in  
pairs)



30 minutes

### Topic

Differences in perspectives

### Objectives

- To become conscious about our different ways of perceiving the world and reality
- To realise that there is not just one right or wrong reality
- To reflect on diversity

### Materials

Tables, A4 paper, pencils or crayons for all participants, a printout of the three pictures (man, mouse, man/mouse).

## Steps

1. Print out three pictures (man, mouse, man/mouse) for each pair.
2. Ask all the participants to group in pairs at a table and provide each pair with a sheet of paper and a pencil.
3. Explain that participants will be shown an image and will then be asked to draw the image together, holding the same pencil simultaneously.
4. In each pair, ask participants to identify who is “A” and who is “B”.
5. Ask all the “As” to close their eyes. Show all the “Bs” the mouse image for about 30 seconds, then put the image aside.
6. Now ask all the “Bs” to close their eyes. Show all the “As” the man image for about 30 seconds, then put it aside.
7. Now tell all participants that you will show them the image again for 30 seconds before they start drawing together. Show all participants the man/mouse image.
8. Ask them to start drawing.
9. When all groups have finished, return to a circle for debriefing.

Jammin  
Board



ARTS



NFE



INCLUSION

## Debriefing

- What happened?
- What did you see (let A and B describe what they saw and show the man/mouse image again)?
- How did you proceed to draw together? How did co-operation and communication work?
- What could have been done differently?
- What does it have to do with intercultural learning?
- What is the role of predefined images or stereotypes in the process of seeing something in daily life?
- Do you face similar situations in your daily life?
- When? How can we deal with those situations?