

ANTIDISCRIMINATION IN PRACTICE * *



This publication is a result of the KA 1 project “Antidiscrimination seminar for trainers” which was organized by the Regional Volunteer Centre in Kielce, and commissioned by the Erasmus+ Programme.

Publication funded by the European Commission under the Erasmus + Programme.

The publication was implemented with the financial support of the European Commission. The publication only reflects the position of its authors, and the European Commission and the National Agency of the Erasmus + Program are not responsible for its substantive content.

FREE PUBLICATION

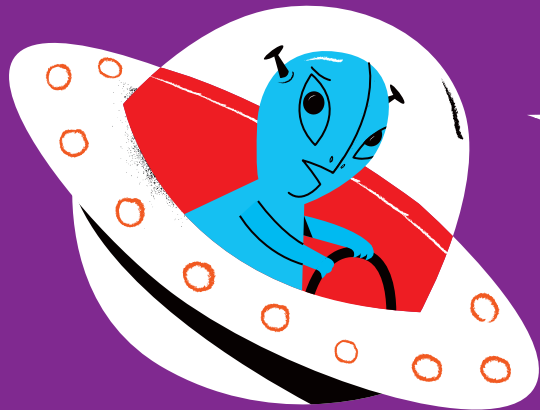
ANTIDISCRIMINATION IS AN EXTREMELY HARD SUBJECT TO TEACH. SO...WHERE TO START???



EACH OF US BELONG
TO DIFFERENT GROUPS!
IN SOME CASES, WE ARE PART
OF THE **MAJORITY** AND

FEEL POWERFUL !

But sometimes...



Sometimes
we are part of
• **MINORITY** •
and can feel **ISOLATED**
and **LEFT OUT**.

DEFINITION

GROUP

A number of people or things that are located, gathered, or classed together. We all can be defined by our sex, gender, age, nationality, ethnicity, health, level of ability, religion/beliefs or sexual orientation. We can also put ourselves in groups by hobbies, interests, and skills. Some groups we choose to join & some are assigned to us from birth.

EXERCISES

GROUP

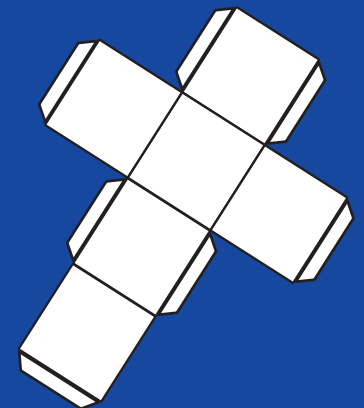
1. SIMILAR/DIFFERENT

You ask the group to create cubes from paper and mark each edge by a different color; Pink, Red, Yellow, Brown, Blue, and Green. On the pink edge they write their country, on the red their religion/beliefs, on the yellow their interests/hobbies, on the brown their family status, on the blue things that are important to them, and on the green their current education or work status.

Then participants have time to speak about their cubes in pairs, discussing both similarities and differences. When we finish, we put the cubes all together as a representation of the whole group. At this point you can ask reflective questions, such as “Can we find exactly the same cubes?” and “What will happen if we would take away one cube out of the group? “

If the participants feel comfortable, then you can ask them to form groups according to what it is written on the various edges.

As a result of this, we realise that each of us has his or her own individual personality – **OUR CUBE IS UNIQUE YET, AT SAME TIME, EACH OF ITS FACES BELONG TO DIFFERENT GROUPS.**



2. POWER AND DISCRIMINATION

Three people from the group are asked to step outside the circle. They are instructed previously on how to act during the game - as explained below:

The group plays a words game, where one person picks a word and then has to explain it only through actions. After the group have guessed the word, the person on the left then picks a new word to act out.

While playing the game, the 'outsiders' stay silent and don't interact with the group. After a while, they start walking around and pretending to try to understand the game. Usually the group does not understand the role of the 'outsiders'. After a little bit more time the outsiders start interrupting the game, or playing the game without waiting for their turn to come. After the game is finished, the group has a discussion about what happened during the activity.

THE GROUP ANSWERS THE FOLLOWING QUESTIONS:

- Did you notice there were 'outsiders' in the game? How did you feel about them?
- Did you want 'outsiders' to play the game with you? Did you try to invite them to join?
- How did the 'outsiders' act? Did their behaviour bother you?



THE AIM OF THE ACTIVITY IS TO FIND ANSWERS, THROUGH A WHOLE GROUP DISCUSSION, TO THE FOLLOWING QUESTIONS:

- CAN WE INTEGRATE THE 'OUTSIDERS'?
- IF NOT, CAN WE CHANGE HOW WE REACT TOWARDS THEIR PRESENCE?
- WHAT IS THE MOST EFFECTIVE WAY TO WELCOME A NEWCOMER IN OUR FAMILY, VARIOUS GROUPS AND SOCIETY?

The exercise takes 40 minutes, the remaining 20 minutes are used for reflection, and is suitable for around 15-30 participants.

DEFINITIONS

STEREOTYPES VS. DIVERSITY



STEREOTYPE

the term comes from the Greek language. This word is formed by the union of the words "stereos" (solid) and "typos" (impression, mold) meaning "solid impression"- is a widely held, but fixed and oversimplified image or idea that people have about how a particular someone or something is like. It often is without a theoretical base, and it's held by preconceptions and "labels" created in a generalized way and simplified by common sense.

PREJUDICES

unreasonable, shallow assumptions based on stereotypes or ignorance.

DISCRIMINATION

unjust treatment of different categories of people.



IN SOME CASES, STEREOTYPES STRENGTHEN PREJUDICE IDEAS, WHICH THEN GENERATES DISCRIMINATION; VERBAL OR PHYSICAL VIOLENCE AMONG INDIVIDUALS.



WE ARE COMPLICATED.
WE ARE DIVERSE.
Stereotypes are created
in order to fit us into
boxes and shackle us.

So, as you may
already see –
OUR PERSONAL IDENTITY
CAN BE A LITTLE
COMPLICATED.



《《 LETS BREAKE 《《
THE SHACKLES! 《《

EXERCISES

STEREOTYPES VS. DIVERSITY

1. SHOW IT UP

Ask the participants to form a large circle. As you call out different group names, the members are to take a step inside of each successive circle, if they identify with the group which is called out.

Begin with “low-risk” groups (e.g. brown hair, large family, group of professions you are working with, such as a manager or production associate). Then work up to groups that are typically discriminated against or under-represented (e.g. African American, Asian, female, gay, person with disabilities). Applause as each group forms in the middle.

As each group of learners move towards the center of the circle, ask them what they think is the most positive thing about being a member of this group.

DISCUSSION

- How did it feel to be in the center of the circle? (Was you comfortable being stared at?)
- How did it feel to be on the outside of the circle?
- How did you feel about those with you in the center of the circle or about those in the outer circle?

2.TREE OF PREJUDICES/TREE OF HOPE

WE DIVIDE PEOPLE INTO TEAMS OF 5 - 6.

We explain to the group that a prejudice is, a judgment we make of another person's attitude or values. We ask them to draw a big tree. Participants write in the roots, the fears and prejudices that are usually held against people we consider different (Such as weird, wrong, stupid etc.). In the trunk, write the type of behaviors that encourage the discrimination of minorities. In the tree top write your wishes and suggestions to help create a society in which all people are treated with respect, justice and solidarity. We put the drawings up on the wall, and ask the entire group to walk around and look at them.

TO FINISH WE WILL ELABORATE ON THE SESSIONS AIM AND ASK QUESTIONS:

- How should minorities react to be treated unfairly?
- How do you react when you faced with discrimination or hostility?
- What do you do when you feel rejected?
- What can we do together to promote a more diverse society?

DEFINITIONS

UNDER- STANDING MINORITIES

EACH AND EVERY
ONE OF US BELONG
TO SOME FORM OF
MINORITY.

MINORITY

A category of people who experience relative disadvantage compared to a dominant social group. It doesn't mean an actual small number, but in terms of access to power (For example women have been referred as minority).

DIVERSITY

Diversity doesn't seem to have one universal definition. It could be defined as understanding that people are layered, have individual differences and experiences; and that this should be reflected in a media, work place and so on.



EXERCISES

UNDERSTANDING MINORITIES

1. GETTING TO KNOW YOURSELF

Divide participants into small groups (4-5 people in each). Provide each group a large sheet of flip chart paper and markers. Have them draw a large flower with a center and an equal number of petals to the number of learners in their group. Through discussion with their group members, have them find their similarities and differences. They should fill in the center of the flower with something they all have in common.

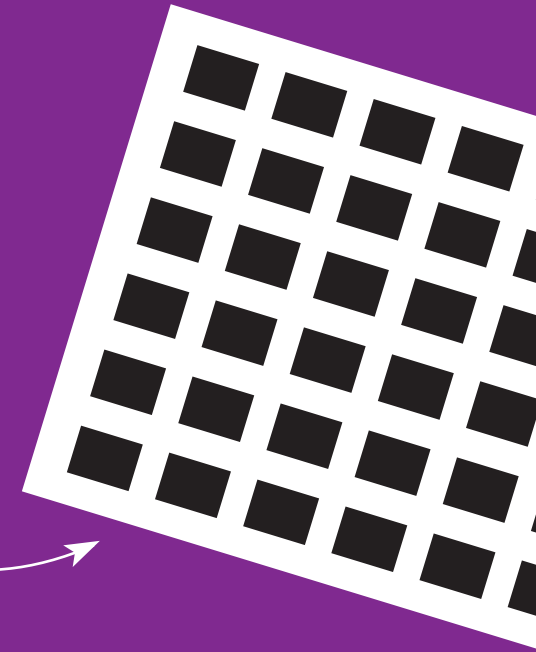
Each member should then fill in his or her petal with something about them that is unique — unlike any other member of their group. Participants should be instructed that they cannot use physical attributes such as hair color, weight etc. This encourages them to have more meaningful discussions with their group members.

They should be encouraged to be creative in their ideas and drawings. After the small group activity, have them share with the large group, about similarities and differences they found out.

Summarize that in each group of people we find common features, but also those that make us unique. Being a member of a minority group is interesting & enriching, but sometimes people from minorities are perceived in a biased way.

2. ILLUSION DELUSION

Pass out copies of the Herman Grid to each learner. Ask them to share their impressions, and if they see gray dots at the white intersections. Are the Gray spots really there? This is an example of how we sometimes see things that are not really there.



3. DISCUSSION

HAVE YOU EVER HAD A WRONG FIRST IMPRESSION OF SOMEONE WHO HAD A DIFFERENT BACKGROUND OR CAME FROM ANOTHER CULTURE?



HAS SOMEONE FROM A DIFFERENT BACKGROUND OR ANOTHER CULTURE EVER HAD THE WRONG FIRST IMPRESSION OF YOU?



COMBATING HATE SPEECH

HATE SPEECH

Hate speech is public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards a specific group, and threatens social peace.

THE GROUPS WHO ARE MOST VULNERABLE TO HATE SPEECH ARE PEOPLE WITH DIFFERENT DISABILITIES, ETHNICAL OR NATIONAL ORIGINS, SEX, SEXUAL ORIENTATION, OR GENDER IDENTITY PERCEIVED AS "DIFFERENT" TO THE "SOCIAL-NORM".

Individuals can be prone to hate for any characteristic, visible or not. When a person suffers constant harassment from others or from society it may lead to psychological problems, isolation, self-harm and even suicide. .

THIS IS WHY EDUCATION AROUND THE TOPIC IS KEY AND THAT PEOPLE KNOW WHAT THEY CAN DO IF FACED WITH, OR OBSERVING HATE SPEECH.



WHY TO SPREAD HATE INSTEAD OF SPREADING LOVE?

SHE JUST HEARD SOMETHING REALLY MEAN AND PAINFUL ...



EXERCISES

COMBATING HATE SPEECH

1. FROM WORDS INTO ACTION

Place a piece of flipchart paper on four desks and divide group into 4 teams:

1. PREJUDICES 2. STEREOTYPES 3. DISCRIMINATION 4. HATE SPEECH

Each team has 15 minutes to write down definitions and words for each subject. Then half of each team goes to the next number. All participants have to spend time on all the tables, so everybody has the opportunity to discuss each definition.

Next ask the participants to place themselves in the position which best describes their opinion. On the left side all people who agree, on right all who disagree and in the middle those who have doubts. Inform participants that they can change positions when they feel they changed their mind. Let them discuss between themselves after people have taken their initial position. Read each statement one by one:

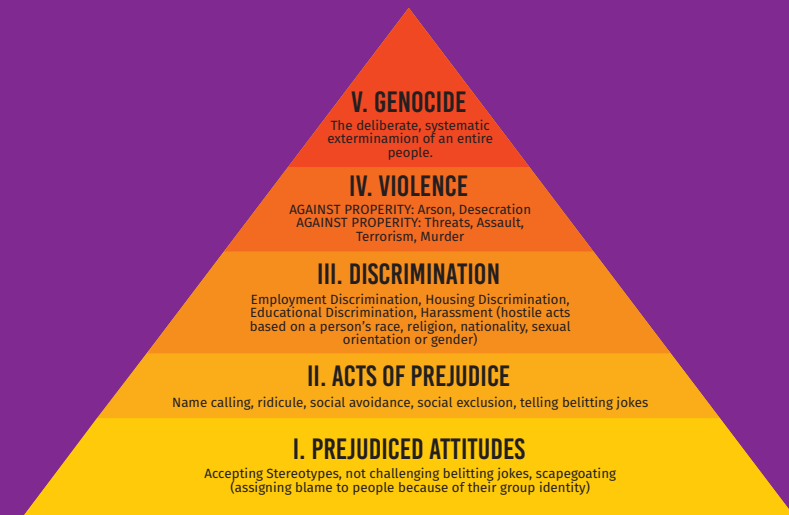
- HATE SPEECH IS NOT DANGEROUS, ALL IN ALL IT'S JUST WORDS.
- FREEDOM OF SPEECH IS MORE IMPORTANT THAN PROTECTING PEOPLE FROM HATE SPEECH.
- THERE IS NOTHING WE CAN DO TO STOP HATE SPEECH.

As a summary you can ask participants to work individually and think about their own history of experiencing hate speech (or being a witness when someone was threatened by hate). Ask them to write down all the emotions they felt and let them share in pairs just these emotions, not the examples (personal stories can be too painful).

Finally, make it clear that words matter, and the negative emotions associated with hate speech can be very difficult to overcome.

2. LOVE MEANS INFLUENCE!

Split the participants into 5 smaller groups. Each group will receive a printed version of the 'Pyramid of Hate'. Their task will be to write down, or find online, stories connected with every single stage.



'Pyramid of Hate' created by G. Allport

Then participants from each group present their story for only one stage of pyramid.

When the first group read out their story connected with prejudices, all other groups give their ideas how situation can be solved. As a facilitator you'll need to write down ideas and emphasise situations in which we have more influence and situations in which we need support of police or even army. If you work with participants who feel good in drama-exercises you can also ask them to act it out!

After the last group have presented their story connected with 'Genocide' – Conclude that we can treat such situations from history as a warning and as an example to learn from. You also need to stress that every genocide began with changing the language used to describe the attacked group.

At the end of workshop all participants search for inspirations and ideas to spread positive emotions, support minorities in their local communities, and organize empowering actions to combat hate.

....SOME EXTRA PART

- ENERGIZERS

1) RUNNING TIC TAC TOE

YOU USE THIS ENERGIZER FOR CONNECTING THE SMALL GROUPS AND HAVING FUN.

HOW TO PLAY:

Divide the group in two teams with maximum of 5 people in each group. You need to have 9 hula hoops or something similar with which you are able to make tic tac toe field. Every team has 3 objects that represent their group (colored T-shirts, some toys...). On 'go' the first person from each team will run down to the tic tac toe board and place their marker in one of the hula hoops. After they place the marker, they will race back to their line to high five the next participant in line. The next participant will then place their marker in an open hula hoop. The goal is to have your team get 3 in a row (horizontally, vertically, or diagonally). If all 3 markers have been played and there is no tic tac toe, the next participant in line will run down and move one of their own team markers into an open hula hoop.

2) NO SMILING

YOU CAN USE THIS GAME AS AN ICEBREAKER.

HOW TO PLAY :

Tell everyone in a very serious tone that you will not tolerate any smiling. Then tell a joke. See if people can keep a straight face. You might not be a comedian, but it's harder than you think not to laugh. Chances are that within five minutes everyone will be laughing their faces off. That's a good way to start a meeting, and you'll find everyone more comfortable because of it.

3) HOT AND COLD

YOU CAN USE THIS GAME AS AN ICEBREAKER.

HOW TO PLAY:

Hide something in the room, maybe some money or the meeting agenda or something random, then the team has to try to work together and to discover it. You only can respond by saying they're hot or cold while they are searching (you say warmer if they are getting closer, and colder if they are moving away from it). Depending on how big your meeting room is, this might be very hard assignment, but that just makes it a better ice breaker. To make it more interesting you can hide something that the team will be able to eat it as an reward.

4) BOOM BOOM

YOU CAN USE THIS GAME AS AN ICEBREAKER.

HOW TO PLAY:

You need to form a circle and one person starts counting from 1 and other people continue counting (each person says one number). The tricky part of the game is that you are not allowed to say the number 3, any number that contains the number 3, or that is divisible by 3, instead of saying that number you are supposed to say boom (1, 2, boom, 4, 5, boom..). If you forget to say boom and you say the number you out and the person next person starts counting from the beginning.

5) CLAPPING GAME

ANOTHER ICEBREAKER.

HOW TO PLAY:

The group stands in a circle and they send a clap around the circle. Each clap involves two people. The two people starting the clap stand opposite of each other and the person to the right of them continue the clap. The tricky part is that the clappers have to do it synchronized and the rhythm should accelerate. To make it even harder one person is allowed to say change direction and the participants need to change direction of sending claps. After some time, you are also able to add one more clap so it will be a double clap.

