



AYUNTAMIENTO DE CUENCA



# **Daily of activities to raise awareness against discrimination**

**International Youth Exchange ToolsToFAD**

22<sup>nd</sup> to 28<sup>th</sup> April 2018 Cuenca, Spain



## **Objectives of the projects:**

- ✓ Recognize, from personal experience, the different forms of discrimination that people experience and reproduce in their closest environment, regardless of the origin country where they come from (all citizens of the world suffer the same discriminatory processes).
- ✓ Identify discrimination in whatever the situation and context in which it is presented, to reflect on the discriminatory acts that are being perpetrated against different groups in vulnerable situations from different sociocultural perspectives.
- ✓ Promote the culture of equality and non-discrimination through education in values of tolerance, respect, interculturality, equality, solidarity and cooperation, inherent in any democratic society, acquiring skills and competencies among young people that help strengthen their social fabric and their value as European citizens.
- ✓ Know the institutions and mechanisms at European and local level that intervene in case of living situations of discrimination.
- ✓ Acquire tools and educational resources for social intervention for participating organizations, as well as skills and knowledge needed among youth workers and young people involved to prevent, mediate and reduce any discriminatory process in their location.
- ✓ Strengthen the cooperation of the participating organizations, their collaboration and sharing of experiences in their fight against racial discrimination, gender, sexual condition, disability or any differential treatment behavior manifested in derogatory and unjustified attitudes toward an individual.
- ✓ Promote participation among young people as agents of social change, empowering critical thinking and motivating them to build and participate in the associative fabric by promoting social inclusion activities in their localities and collaborating at an international level.

# **Tools To Fight Against Discrimination**

This document is a didactic resource to combat the prevention of discrimination through non formal activities. This tools was prepared thanks to the contribution and knowledge collected from the participants from Bulgaria, Portugal (Açores), Greece, Italy and France and local organization from Cuenca based on the workshops and methods used during the youth exchange.

The youth exchange took place from 21<sup>st</sup> to 28<sup>th</sup> of April in Cuenca and was organised by Ayuntamiento de Cuenca, Youth Service, granted by Spanish National Agency and funded through Erasmus Plus Programme.

## **PRESENTATION DYNAMICS**

### **◆ Energizer. Jump In, Jump Out (15 min)**

This icebreaker is great for getting your group warmed up, both physically and mentally! It activates listening and communication skills while letting your group have fun and laugh at their own mistakes. To start this activity, have participants stand in a circle and hold hands.

1. Round One: Make participants REPEAT AND DO as you say. Say what i say and do what i say. For example, say, “jump in.” Participants will say “jump in” as they do so. Use the directions jump forward, jump back, jump right and jump left.
2. Round Two: Make participants SAY AND DO THE OPPOSITE of what you say. For example, say, “jump in.” Participants will say “jump out” as they do so. Again, use the directions jump in, jump out, jump right and jump left.
3. Round Three: Make participants REPEAT BUT DO THE OPPOSITE. For example, If I say, “jump in”, participants will say “jump in,” but actually jump out. Use the directions jump in, jump out, jump right and jump left.

### **◆ Number and action (10 min)**

Before meeting each other, we need to activate our mind and body so, for this energyzer, the thing we're going to do it's to make 4 lines facing each other (that means 10 participants each line) so each person has a partner in front.

First of all, I'd say a number and you'll have to make an action:

Numer 1: give high five with your partner

Number 2: (you have to be really fast, warm up your body) make a squat (same time with partner)

Number 3: jump and give high five with one hand

Number 4: turn three hundred sixty (360°)

### **◆ First contact (20 min)**

Everybody starts walking around the space, then, looking into the eyes of people who crosses you and when I say stop, find the person nearest to you and start a conversation answering the question that I'm going to ask you. Then start asking again:

1. Who are your and where do you come from? Which is your passion?
2. If you were an animal, which animal would you like to be?
3. Is it your first time in a youth international exchange? What was you main motivation to enrol it?
4. If you had a super power, what super power would you have?
5. Tell us some special moment in your live.

**◆ Learn our names (15 min).**

We're going to say our name loud and you have to make a line in alphabetical order. Important to remember the name closest to your name. Participants must be sorted (ordered) by names (alphabetically) and age (from the youngest to the oldest) in a single row, without saying any single word (in silence).

# DISCRIMINATION CONCEPT

## ◆ SOCIAL- THEATRE. Identifying Discrimination

The Social Theater is a technique of socio-educational intervention, which promotes the involvement of the communities in the reflection and resolution of their own conflicts. Social theater is understood as a reflection of daylife, as a tool of social intervention and work with groups. Social Theater fosters dialogue, the key role of people, collective learning and active participation.

The dynamics is divided into three phases:

### **Phase 1. Presentation: "I feel animal" (10 min)**

Small introduction of social theater.

Participants must write in a paper their mood and an animal that represents them in that moments. After this, participants are invited to walk through the space in a random way representing their animal. In the middle of the representation, facilitator will propose to participants to find animals which are related to each other.

### **Phase 2. Theater- Image: "Sculptures" (25 min)**

The image- theater is a tool of social theater which represents through corporal expression, daily situations of conflict, violence or oppression with the objective of reflecting about this situation and our own roles in the same.

In this part, we will work with the couples done in the first phase of the activity. Each couple will represent a situation of violence or different type of discrimination. This representation must not have movement, it must be represented as an image or statue. To begin, the first 5 minutes one of the couple acts as a victim and the other member as an aggressor and the facilitator will encourage reflection about this situations. Later, the couple must change their roles. The facilitator will once again encourage reflection on situations and the role when dealing with them.

## ◆ POWER AND DISCRIMINATION (1 HOUR)

Three people from the group are invited to stay outside the circle. They represent minorities in our society. They previously are instructed how to behave during the following group game:

The group plays a words game, where one person picks up a word and then has to explained it only through mimics. After group guesses the word, the person on the left picks up a new word to explain.

While playing the game, the „outsiders“ stay silent and don't interact with the group. After a while, they start walking around and trying to „understand“ the game. Usually the group does not understand the role of the „outsiders“. After a little bit more time the outsiders start being aggressive by pushing people, 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?

- How did the „outsiders“ act? Did their behaviour bother you?

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The **aim** of the activity is to find answers in discussion to the following questions:

Can we change 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 families, groups and society?

## ◆ ABC of Discrimination

### Introduction to the theme of the project.

To this end, we want to lead 43 young people (between 18 and 30 years from 5 different countries) to recognize, identify, generate awareness and empathize with the different types of discrimination suffered by many people and acquire educational resources to raise awareness of any discriminatory process in our immediate environment.

### Working in smaller group to define some useful terms about discrimination and presenting it to the others. Definitions:

**1. EQUALITY:** Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination.

**2. IDENTITY:** In psychology, identity is the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group). The process of identity can be creative or destructive.

**3. HATE SPEECH:** It covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

<https://www.nohatespeechmovement.org/>

**4. DISCRIMINATION:** According to The United Nations Educational, Scientific and Cultural Organization is the selection for unfavourable treatment of an individual or individuals on the basis of: gender, race, colour or ethnic or national origin, religion, disability, sexual orientation, social class, age (subject to the usual conventions on retirement), marital status or family responsibilities, or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice.

- direct discrimination, for example, refusing to admit as students, employ or promote individuals because they are black, female, disabled or because of their sexual orientation;
- indirect discrimination, for example, setting age qualifications which discriminate against women who have had periods away from work because of family responsibilities.

**5. STEREOTYPE (OPINION):** any thought widely adopted about specific types of individuals or certain ways of behaving intended to represent the entire group of those individuals or behaviors as a whole. These thoughts or beliefs may or may not accurately reflect reality. Within psychology and

across other disciplines, different conceptualizations and theories of stereotyping exist, at times sharing commonalities, as well as containing contradictory elements

## **6. RACISM:**

1. prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
2. the belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

Definition of racism is controversial both because there is little scholarly agreement about the meaning of the concept "race", and because there is also little agreement about what does and doesn't constitute discrimination.

**7. HOMOPHOBIA:** the fear, unreasonable anger, intolerance or/and hatred toward homosexuality. Homophobia can appear in various ways:

- Internalised Homophobia: when lesbian, gay men and bisexual people are considering and accepting heterosexuality as the correct way of being and living.
- Institutionalised Homophobia: when governments and authorities are acting against equality for LGB people. This can be hate speech from public elected persons, ban on pride events and other forms of discrimination of LGB people.

**8. XENOPHOBIA:** (dislike of or prejudice against people from other countries. ) is the fear and distrust of that which is perceived to be foreign or strange. Xenophobia can manifest itself in many ways involving the relations and perceptions of an ngroup towards an outgroup, including a fear of losing identity, suspicion of its activities, aggression, and desire to eliminate its presence to secure a presumed purity. Xenophobia is a political term and not a recognized medical phobia.

**9. TOLERANCE:** It is respect, acceptance and appreciation of the rich diversity of our world's cultures, forms of expression and ways of being human. Tolerance is harmony in difference. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is being yourself without imposing your views on others. Tolerance is not giving in or giving up. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. The practice of tolerance doesn't mean toleration of social injustice or the abandonment or weakening of one's conviction. Tolerance is not always a positive concept. More traditional meanings of the word tolerance do not include respect or acceptance.

**10. PREJUDICE (ACTION-ATTITUDE):** is an attitude, usually of rejection, towards the members of a group. It is an unjustified reaction to a person originated by the person's belonging to a particular social group. Prejudices are the positive and negative feelings and emotions you have about a social group and its members.

**11. VICTIMISATION:** Treating someone badly because they have done a 'protected act' (or because you believe that a person has done or is going to do a protected act).

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Equality Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.

**12. (SEXUAL) HARRASMENT:** harassment (typically of a woman) in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.

**13.BULLYING:** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

## ◆ COMMON AGENDA

Share our knowledge about what kind of tools do we have in any case of dicrimiantion. Distribute the teams BY COUNTRY. National group discuss and find regularions and bodies in thier countries wich guard the equal treatment and fight discrimination. Let them find what these bodies do (also ngo's).

Important to remember:

- Amsterdam Treaty, part I, Rules, article 13 - joint action to fight discrimination
- Directive of the Council Rady 2000/43/EC, 29 czerwca 2000 r., equal treatment for everyone regardles of racial or ethnic origin
- Directive of the Council 2000/78/EC, 27 November 2000 r., equal treatment in employment
- Manual of European legislation against discrimination
- International legal framework against discrimination

European Organizations:

- European Institute for gender equality.
- Association women lobby.
- Wide + Association.
- European citizen network.
- European Commission against racism and tolerance. (ECRI).
- United Nations (race, disability, gender ...)
- WHO.
- UNESCO.
- European Network against Racism (ENAR)
- Council for the elimination of racial or ethnic discrimination.

# SEXUAL CONDITION DISCRIMINATION

◆ **Diversity and Inclusion Dictionary:** <https://inclusive.vcu.edu/media/inclusive-excellence/DiversityandInclusionDictionary.pdf>

## ◆ IDENTITIES AND SOCIETY: LABELS (20 MIN)

### **Objective:**

- Be aware that groups are always organized in a certain way.
- Reflect on the sensations caused by being accepted by a group or being rejected.
- Reflect on the involvement of the group in the construction of our identity, the need for recognition by the other and the others.

### **Material:**

Colored stickers, depending on how many people are made the dynamic. We need colors enough and number of stickers of each color to leave a large group, one or several groups mid, one small and one only with a different color to all the rest.

### **Development:**

Participants are asked to form a standing circle with their eyes closed. The facilitator sticks on the forehead of each participant a sticker of one color, trying to intercalate the colors. Leave only one person with a unique color label.

When everyone is labeled, ask the participants to open their eyes and are grouped by colours, but they must do it without speaking, only making use of non-verbal language. When the group has organized itself into groups, asking if they are sure that they are well placed.

Once everyone agrees, we reflect on the exercise. First about how they have felt, in groups, then they are asked to explain what happened, and finally, think about what the dynamics are related to or what can be metaphor.

### **Comments:**

During the dynamics some people will let themselves be grouped and others will act as leaders making the group. The largest group will cluster quickly. The person whose sticker is unique will be disoriented, not knowing what to do. Once grouped you can ask how they felt (starting with the group more numerous), why they have been grouped like this (following an implicit external imperative but that it has not been said, even though this implies leaving people alone), and comments on how easy it is to reproduce the rules of society, without being aware of it.

## ◆ CONCEPTS ABOUT EMOTIONAL-SEXUAL DIVERSITY

### PART 1 (20 MIN)

#### Objective:

- Check previous knowledge that you have on the subject
- Clarify concepts confused.

**Material:** Board or big paper and colored markers.

#### Development:

The facilitator writes horizontally or vertically any word related to affective-sexual diversity. Then the participants, using a letter of this word, keep writing in turn words related to the subject, horizontally or vertically, from the letters already written.

#### Comments:

Once new words do not come out, the dynamizers will ask for the group they define concepts that have already come out, including BIOLOGICAL SEX, GENDER, SEXUAL ORIENTATION AND GENDER IDENTITY. If necessary, these will be completed / corrected those definitions.

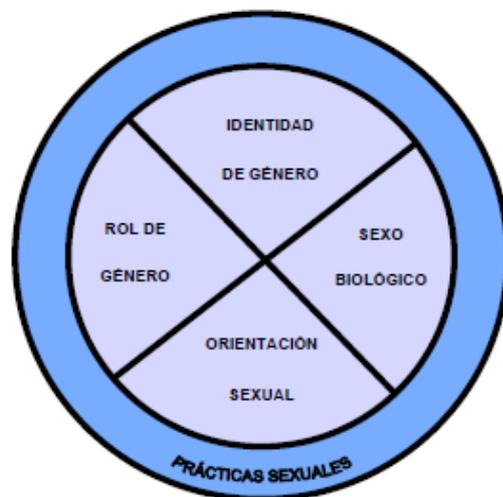
### PART 2 (20 MIN)

**Objective:** Deepen the meaning of the concepts of biological sex, gender role, sexual orientation and gender identity.

**Material:** Board or big paper and colored markers.

#### Development:

You will draw on the blackboard a circle divided into 4 squares in which they appear four words that we want to work on (GENDER IDENTITY, SEX BIOLOGICAL, GENDER ROLE, SEXUAL ORIENTATION) and a larger circle around marked as SEXUAL PRACTICES. Terms will be said related to sexual diversity and each participant will rise up in turns and marks on the blackboard with what concepts are related to the term touched.



**Comments:**

The terms will be chosen according to the audience to whom the workshop is directed. For people younger and not related to the LGBT world, more simple terms will be used and it will be able to introduce more complicated words and specific for public with previous knowledge.

Some examples can be:

- Transsexual-> Related with BIOLOGICAL SEX and GENDER IDENTITY
- Lesbian-> Related to SEXUAL ORIENTATION
- Anal intercourse-> Related to SEXUAL PRACTICES
- Feather-> Related with GENDER ROLE
- Bear-> Related to SEXUAL ORIENTATION and GENDER ROL
- Transvestite-> Related with GENDER ROLE
- Intersexual-> Related with BIOLOGICAL SEX
- Woman-> Related with BIOLOGICAL SEX, GENDER IDENTITY and GENDER ROLE
- Androgynous -> Related to GENDER ROLE
- Lesbian truck -> Related to SEXUAL ORIENTATION and GENDER ROLE
- HIV -> Related to none
- Passive / Active -> Related to SEXUAL PRACTICES
- Sadomasochism -> Related to SEXUAL PRACTICES
- Bisexual -> Related to SEXUAL ORIENTATION
- Drag Queen -> Related to GENDER ROLE
- Tomboy -> Related to GENDER ROLE

**◆ STEREOTYPES (30 MIN)****Objective:**

- Analyze the stereotypes that are attributed to LGBT people.
- Relativize the differences that are attributed to sexual diversity.

**Material:** Scripts for role-playing exercises.

**Development:**

5 volunteers are asked to leave the room to represent some scenes. Of all of them, 3 boys or 3 girls will represent a scene (Scene A) and the rest, another one (Scene B).

Scene A: the actresses must represent three friends and talk about a general theme (holidays, a movie, etc.). In no case should they do mention of anything that could reveal their sexual orientation. While preparing the scene, the rest of the group is told that the 3 girls are going to represent 3 friends, of which one is lesbian or gay. They have to find out who he/she is and why.

Scene B: The other two volunteers will represent an interview in which are going to ask the typical questions that are asked of homosexuals to heterosexual (see below the script\* that could follow the interview).

**Comments:**

Scene A will force people to look for gay / lesbian stereotypes. Finished the representation, none of the actors and actresses know that they will be assigned this

identity, so that both they and the group will be surprised when they know that there was no one homosexual. In this way we will see how stereotypes are many times more characteristics awarded from the outside than from within.

Scene B will use to see, in a fun way, as the homosexuals are always questioned their way of being, but to question in the same way the heterosexual identity results ridiculous. This allows us to relate the ideas that come out with those of the first workshop, the asymmetry between groups, and be aware that there are hegemonic groups whose identity is unquestionable and indisputable.

\*QUESTIONS: Interview an Heterosexual.

Q: When did you discover that you were heterosexual?

Q: and How did you have your first heterosexual relationship?

Q: What do you think about the heterosexual scene bars?

Q: Was it difficult for you to accept your heterosexuality?

Q: What do you do with someone with your same sexual orientation in the bed?

Q: What do you think about homosexuals becoming the same rights than the rest of the citizens?

Q: What do you think about the statements of some influential people condemning homosexuality as unnatural and sin?

Q: You are a teacher as a profession; Does your heterosexuality pose problem in your professional life?

Q: As a heterosexual, ¿Are you afraid of becoming infected AIDS?

Q: Do your friends know that you are heterosexual?

◆ **More info about Regulatory landscape of the LGTBI community in the world:**

<http://informativojuridico.com/situacion-de-los-derechos-lgtbi-en-espana-legislacion-aplicable-2/>

# **CULTURAL DISCRIMINATION**

## **◆ Definition of a Culture**

There are perhaps nearly as many definitions of a culture as there are cultures. Similarly, there are many diverse analogies used to describe a culture: an onion, an iceberg, or software programming! Mostly simply put, culture is something shared by members of a particular group. When defining culture, it is important to understand the difference between human nature, culture, and personality:

- Human nature is universal and biological.
- Culture is specific to groups and is learned.
- Personality is specific to individuals, and is inherited and learned (Thomas, 2008, p. 28).

We can think of national culture, as the culture of an individual's nationality. National culture is learned from an early age through interacting with one's environment. Because national culture is so ingrained in an individual, it is considered to be the most influential force on an individual. Organizational culture is the culture of the organization (business) to which an individual belongs. Organizations attempt to define values and imprint those values upon their individual members. Finally, a co-culture or sub-culture is an additional group to which an individual belongs.

It is important to note that culture is related to identity, this is one reason why individuals can be uncomfortable with other cultures, because it in some way challenges their sense of security or identity.

## **◆ ME AND YOU, YOU AND ME (1 HOUR)**

SPACE A quiet, comfortable place, big enough so that participants can find their own place, without being too close to each other. (indoors/outdoors)

### **STEPS:**

The activity consists in everyone drawing the persons in front of them on a sheet of paper, one at a time.

Step 1: Form groups. Split the large group into two smaller groups of equal number of participants.

Step 2: Sitting arrangement: Have them sit in 2 concentric circles, meaning, one circle is inside the other. The inner circle should have people facing outwards, and the outer circle should have people facing inwards, so that everyone is facing someone from the other circle.

Step 3: Drawing. Give each participant an A4-sized piece of paper and a pen. Everyone is told to draw the person in front of them, and they will have only 20-30 seconds to do so (in order to make the activity more interactive).

Step 4: Shifting. After 20-30 seconds (depending on how fast the drawings are made), have the people in only one of the circles move, as follows: The people sitting in the inside circle move with the paper of their picture. The people sitting in the outside circle don't move and keep the paper of their picture.

Step 5: Keep on shifting until the drawings are done. If possible, try to make it last a complete round so they get to see as many people as possible.

Note: a drawing is never finished; there is always something to be drawn again or to be improved.

Step 6: When the drawings are done, gather in big group for the discussion.

### **DEBRIEFING QUESTIONS**

- Show the paper to the group. What does the group see? What do you see?
- Do you think that your picture represents you well enough?
- Considering this paper shows the way people see you, how comfortable do you feel about it?
- What would you change / add to your picture to make it more accurate?

### **◆ IDENTITY IN FOUR WORDS (30 MIN)**

See how big your groups is, this could work better with smaller groups, as it is discussion based.

**SPACE:** A discussion-friendly space.

**MATERIALS:** paper, pens

#### **STEPS:**

Step 1: Each participant should write down 4 words (or images) that best describe their identity. (5 min). Anything from physical appearance, to social situation, to personality.

Step 2: They should then rank these words in order of which ones most influence them. (3 min). Ask themselves: When I think of myself, which of these words do I think of first? For example, I might think of myself as 'cheerful' before I think of myself as 'male' or 'ethnic minority'.

Step 3: Participants then share with the whole group (or in smaller groups), why they have placed the words in this order. (5 min). Why is the word at the top the most important description?

Step 4: The group then rearranges each other's words, answering the question, 'which words would society use to define me?' and then answering the questions. (10 min). How much did you have to change the order of the words? Do you think society affects the way we see ourselves, or is our Idea of ourselves different from society's idea?

### **DEBRIEFING QUESTIONS**

- How much did you have to change the order of the words?
- Do you think society affects the way we see ourselves, or is our idea of ourselves different from society's idea?

### **◆ FIRST THINGS FIRST? (1 HOUR AND 15 MIN.)**

**SPACE:** Any place where you can put up big paper so that everyone sees it.

**MATERIALS:** Post It notes, or any paper that has a sticky end pens, big paper, thick marker.

## **STEPS:**

Step 1: Form groups of 2 or 3 people. Ask participants to each write the name of someone famous on a paper, and then stick it onto another member of their group's forehead. It is important that each person cannot see which name they have stuck on their forehead! (5 min).

Step 2: Once everyone is ready, this little exercise is explained: the point of is for everyone to guess who is the person that is stuck on their forehead. To achieve this, they'll all take turns asking the rest of the small group a 'yes or no' question. For example: 'Is he or she a sportsperson?'. The other people in the group can only answer 'yes' or 'no'. It is important that each person takes notes of the questions they ask, as they go along. So by the end of this exercise, everyone should have a little 'script' of the questions they've asked, down on paper. (20 min)

Step 3: Participants now share with the larger group which were the first 5 questions they asked, in order. It is important that this is done quite fast, so that it doesn't become boring! As they go, one of the facilitators writes the kind of questions that were asked on a big poster. For example:

Participants share the first question they asked.

1. If the question is 'Is he a man?', the facilitator writes 'gender'.
2. If the question is 'Is he a musician?', the facilitator writes 'profession'.

When someone says something that was already mentioned, the facilitator makes some kind of mark next to it on the poster, to show how many people chose it as a first question. Then participants share their second question, and their third, and so on. The facilitator highlights which were the most popular characteristics that were asked in each of the rounds. By the end of this step, it will be quite clear which are the 5 most relevant characteristics that the group considers necessary to 'identify' someone. (20 min)

## **DEBRIEFING QUESTIONS**

Look at the five aspects of identity that you, as a group, have prioritised:

What do you think about these types of identity? Are there certain stereotypes within them that you were ever 'trapped' by? (eg: gender – being a woman sometimes means that you have to wear a dress and high heels to a party) How does this make you feel?

Why do you think we give more importance / relevance to these types of identities over others?

# **Migrants and Refugees DISCRIMINATION**

## **◆ MIGRANTS AND REFUGEES (1 HOUR, 30 MIN.)**

**STEP 1:** Presentation about the History of migration in YOUR COUNTRY and explanation of different types of refugees (political refugees, environmental refugees...)

- a. Legalities about migration, minorities...
- b. The case of your country: how we manage migrations... What is at stake.
  - b.i. POWERPOINT SUPPORT

**STEP 2:** The group wrote a song about living together despite cultural/ethnic differences. They wrote the lyrics in English during the preparation activities They will play a background music and sing along for everybody to understand and participate eventually.

**STEP 3:** Questions/answer QUIZ-ROLE PLAY about migrations and refugees, to see what the whole group of young people knows about those issues and also start a discussion about the topics in a recreational way.

## **◆ UNITED NATIONS COUNCIL DYNAMIC (1 HOUR)**

The 43 attendees will be divided into 8 groups (5 or 6 persons per group) and each group will have a different role related to the social actors involved with immigration and refugee matters : politics, NGOs, enterprises and refugees. (Two groups per role). Firstly, they will be told general characteristics about a hypothetical country and its essential characteristics. The attendees should reflect on the questions proposed. (15 minutes approximately).

Secondly, upon reflection, each group will give their answers to the general and the specific questions related with each role, each group taking their turn to discuss each opinion (10 minutes per role/40 minutes approximately overall).

Finally, conclusions will be drawn in relation to the previous debates. (5 minutes).

### **Hypothetical country: context**

- Recipient country of refugees.
- Country in midst of economic crisis.

### **General questions (for everybody):**

- What is your position about the arrival of refugees in this country? Are you in favour or against? Also, when your country is in midst of economic crisis?
- Nowadays, can we say that the refugees' situation is a real problem and we make a general and specific solution?
- Do you think the social projects for refugees achieve with the general main to integrate the refugees in the arrival country?
-

## **Specific questions (per groups):**

### Politics:

If you are a politician in this country, ...

- ... you will establish the guidelines to accept or not a person as a refugee.
- ... which will be the collateral problems when we find an uncontrolled arrival of refugees?

### NGO's:

If you are a manager of a ONG in this country...

- ... if you need to make a social project for refugees which are the main objectives and needs what you should cover with your resources (you must consider that in the social projects the resource - time and money - are limited).
- ... what is the mechanism to put pressure on authorities and to give more economic provides for refugees?
- ... what is the mechanism for getting modification in the law or make decisions to the refugee's benefits?

### Companies:

If you are a business man in this country...

- ... in your opinion, is it more important to hire an unemployment national person or a foreign person? And when the foreign person is more qualified?
- ... is it necessary more involvement the companies and industries in the international cooperation?
- ... the business man must to make and propose the solution to the refugees or it is a public problem?

### Refugees:

If you are a refugee...

- ... what is the general and specifically expectations when you arrive in a new/arrival country?
- ... it is normal to miss your cultural country, friends and family. What more?
- ... what is the most difficult during your integration in the arrival country?
- ... in case of the departure's causes cease in your national country, would you returned in? Why?
-

# GENDER DISCRIMINATION

## ◆ GENDER ENERGIZER

### Objectives

- to allow participants to move around
- for participants to give their instant reactions to ideas about gender

### Method

1. Ask participants to form two concentric circles, facing each other, and to move around in opposite directions. For a mixed group, you may like to ask the men to be in the inner circle and the women in the outer.
2. After a few seconds, ask them to stop and pair up with the person standing opposite them in the other circle. You can use music to signal when it is time to move around and when to stop.
3. Read out a statement about gender and ask the participants to react to it, talking about it in pairs for about one minute each.
4. Ask them to move around again and repeat the exercise until they have talked about all the statements.
5. Ask participants to form a large group again and comment on the exercise

### Materials

A list of statements that the participants may commonly hear. For example:

- Men and women can never be equal because they are biologically different.
- Gender is just another word for women.
- Women should be employed in NGOs because they are more efficient.
- The word gender is not translatable and therefore not relevant in the field.
- All this talk about gender brings conflict to the family.
- My organization talks a lot about gender but it is not reflected in the structure.
- Work on gender should always respect people's social and cultural context.

**Note:** This energizer can be used for any topic.

## ◆ COMPLETE THE STORY: GENDER

**Objective:** to bring out perception of each individual on the given topic and how they would like to continue the story.

One Participant started with 3 sentences a story. After each turn, a new participant came and continued the story and this cycle went on until story was completed. The revolving topic was about a story on discrimination scene based on Gender.

This activity was fun filled and different aspects were seen as how each participant wanted to carry out the story.

## ◆ QUESTIONNAIRE ON GENDER DISCRIMINATION AT SCHOOL\*

**Objective:** to understand and respect each story therefore showing our support. We saw opportunities of improving future experiences.

Each participant including youth leader was given a Questionnaire based on Gender Equality to answer. With the help of these answers we started a discussion and hear each other's experiences.

\* Questionnaire attached at the end of the document.

## ◆ Gender differences and stereotypes. THE GENDER WARDROBE

**OBJECTIVE:** Reflect about gender stereotypes; understand the stereotyping process and how to manage and master it.

Stereotype: simplification of our brain, which forms wide categories to better organize the huge quantity of information that surrounds us.

Stereotypes can transform into actions, repeated into our daily life. They don't allow us to recognize and give value to individuality and inner experience.

They can lead to discriminatory behaviours, emotional repression and violence (psycho-physical)

**METHOD:** group-work to question the stereotypes, take consciousness. Start from daily personal experience and knowledge. Raising awareness about the link between thoughts-emotions-behaviours.

**1° PHASE:** introduction + split in groups (mixed by countries)

The conductor introduces the ice-breaker and then explains the activity in a simple way, without many details. Participants are split up in groups of 5-6 people mixed with different nationalities and ages + 1 facilitator who will be also the time-keeper.

Starting memorandum:

- ➔ Nothing is absolutely good or bad, our speech will come from clearly individual viewpoints and personal experience. No theory, no speak for other people
- ➔ Don't worry about words, respect others and speak clearly about myself. No war on words, e.g. "Hey, what you say?!"

**2° PHASE:** group-work

Each group must choose one public speaker who will make a synthesis of the discussion (helped by all of the group) and then present the group-work to the plenary. The facilitator will be a reference but will not participate actively to the discussion. The group will discuss about this:

## MAPPING THE IMAGINARY: THE “GENDER WARDROBE”

	Body	Character, psychology	Social roles
Female			
Male			

The table has to be compiled by groups of 5-6 people. The purpose is to identify differences between males and females about:

- Body
- Character and Psychology (in this point participants may feel more involved)
- Social roles

**Attitude:** reassure, don't shut up, welcome any self-expression as it is without judging its positive or negative value, acknowledge each person and his/her viewpoint as it is (maybe stereotyped!). Unresolving conflicts should be underlined and noted down, or even it can be created a fourth column on the table, according to the group's elaboration. Underline some interesting phrases, that the group recognize as important. Talk about natural or cultural stereotypes.

### 3° PHASE: plenary reunion, groups presentation, plenary feedback and conclusions

- **Rays of colours:** first, a large paper will be placed on the floor in the center of the plenary, with colour pencils, and the participants invited to make some lines with colours, according to their feelings during the group-work phase, or at the end of it. The resulting image should seem like a sun with many coloured rays. No interpretation required.
- **Presentation:** each group will present their work to the plenary, through the voice of the chosen public speaker: short timing, key words.
- **Plenary discussion:** then some questions will be asked by the conductor to the plenary, regarding the **process** of the discussion, and the **feelings** of the participants. This will be interesting because will explore not the main explicit job, but the hidden layer of the confrontation, which moves emotions and personal feelings through words, gestures, glances, postures. E.g. “How is my posture when I confront with this topic/words?”, “How do I feel when I listen/speak about something?”, “How am I conditioned by such thoughts and emotions?”

The plenary discussion focuses about the link between thoughts and emotions; presence with physical feelings, tension and relaxation; self-awareness and self-mastery. Shifting the awareness from the outside situation (words, others) to the inner condition (feeling, emotion), noticing limiting postures, self-conditionings, self-judgement and repression.

Read the map horizontally: if I'm a male, I have this body and these feelings, so I should have this social role.

What happens if I draw some things from the wardrobe that is different from mine? For example, some feelings experimented by women may be experimented by men too?

# DISABILITY DISCRIMINATION

## ◆ WORKSHOP ABOUT DISABILITY

**Duration:** 1 hour and 20 minutes

**Aim:** The aim of all the above is to show some problems that people with physical and mental disabilities have to face. Also, we want to suggest “tools against discrimination” through the presentations and the discussion.

**Key competences:** Cultural awareness and expression, communicating in a foreign language, digital competence, learning to learn.

### STEPS:

1. 20 minutes presentation for physical and mental discrimination in the world and more specifically in Greece.
1. 20 minutes [short films](#)
2. 15 minutes mini play about physical and mental discrimination in Greece. Discussion about problems and solutions.
3. 30 minutes “role game” (some participants will take a paper which describe different situations and traits. Then, through some questions they will do a step forward or back. At the end, we will ask some questions about the opportunities and their rights and depending on their position we will have a discussion).

## **\* QUESTIONNAIRE ON GENDER DISCRIMINATION**

### **PARTICIPANT DETAIL**

AGE:

SEX:

1. Have you been assigned a task at school based on your gender?
2. Were you steered towards certain courses based on anything other than academic abilities?
3. Have you been denied access or admission to a school based on ability status?
4. Are you subject to derogatory vocabulary from other students, teacher or staff?
5. Do you believe teachers encourage students of other races, genders, etc. more?
6. Have you been told you cannot join a club based on any variable besides interest?
7. Have you been advised against overnight school trips because of your sexuality?
8. Are you told your religion is incorrect at school?
9. Have you been advised at school to avoid friendships with students from other cultures?
10. Have you been bullied at school due to your beliefs?
11. Do you notice students “grouped” according to gender, race, religion, etc at your school?
12. Have you lodged a complaint at school and never heard more about it?

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