

## Antidiscrimination workshop for women\* in politics

### Introduction

The antidiscrimination workshop is an introduction to the entire training program. Without realizing that we operate in different situations and discriminatory structures, we might have difficulties to recognize the possibility of practicing equal and based on mutual respect politics, whether at the local or national level. During the workshop, we will deal with issues such as individual and social identity, the subject of stereotypes and prejudices, defining and identifying majority and minority groups in our environment. We will define what discrimination is and how to counteract it in our public and political activities. We will also touch the question of language - how to use it, without excluding anyone.

\* and people socialized to the female gender roles

### Main aim of the workshop

Gaining knowledge about the phenomenon of discrimination and its impact on social and public political activity.

### Specific workshop objectives

1. Acquiring and / or broadening knowledge about intergroup relations in the context of discrimination - getting to know which are groups are stigmatized or stereotyped.
2. Increasing knowledge about the premises and mechanism of discrimination.
3. Checking in practice methods of counteracting discrimination – inclusion of anti-discrimination practices into public / political activity.

### Key words

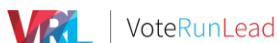
Antidiscrimination education, discrimination, counteracting discrimination, minority, majority, premises of discrimination, stereotypes, prejudice, exclusion, language of equality.

### Time frame

2 days (6 working hours + breaks/day)

### Materials:

- Flipchart paper
- A4 paper



- Markers in different colors
- Beamer and computer

Before you begin:

While preparing to this workshop we would like to encourage you to read the handbook by Maja Branka and Dominka Cieślukowska "Edukacja antydyskryminacyjna. Podręcznik trenerski" (in Polish).

Methodical remark

During the whole workshop invite participants to take part in short exercises, called energizers. Choose these which you know and like. If you do not know enough of them, please have a look [here](#).

## **DAY ONE**

### **Module 0 – introduction**

When the workshop program is very tight, a temptation to "save time" on the so-called Module A may occur. Meanwhile, in a workshop situation, when the participants do not know each other well and are in the perspective of spending two days working together, sharing, sometimes personal experience, this introductory part is very important and allows to build a solid base for further activities. Therefore, at the beginning of the training, take care of the mutual presentation (eg. in the form of a "round"), present the planned program and training objectives, gather fears and expectations from the participants, as well as work out the rules (contract) that will give you all a sense of security and will support those who participate in the workshop. At the end of this part, you can propose to the group an "energizer", which on the one hand will have an integrating character, and on the other hand it can introduce people to the next substantive part of the workshop in a light manner.

The suggested course of the module:

1. Presentation of people leading the workshop as well as all participants and integration session (choose the exercise that you like best).
2. Presentation of the training goals.
3. Gathering the expectations / needs of participants and their concerns related to participation in the training.



4. Presentation of the training program.
5. Developing the terms of cooperation / contract.
6. Energizer introducing to the next part of the training (choose the one you like the most).

**Methodical note:**

As part of the introductory module, devote enough time to the exercises that integrate the group. It is important that the group feel safe and comfortable enough to take part in the workshop without any hindrance, which is largely based on sharing their own experiences in the area of discrimination. Perform at least two integration exercises. We encourage you to use these activities with which you already have good experience. You can also use the ideas from the package "[Anti-discrimination. Educational package.](#)"

**Methodical note:**

Remember also that in this training it is crucial to develop the principles of cooperation in the group. Make sure that you devote enough time to this element of introduction and that the rules emerge from the participants and that all people will definitely agree to them. You can use the method proposed in the publication "[Anti-discrimination. Educational package](#)" on page 44.

**Time: 1,5 h.**

**Module I – Identity, the process of categorization and its consequences**

In this module, we will define the concept of individual identity - both in general and in the context of personal history. We will look at the premises for which people may be discriminated against and define the concept of group identity.

**Exercise 1 – A circle of identity**

(Exercise based on Open Society Institute materials developed by D. Cieřlikowska, K. Mazurowska and E. Kielak as part of the activities of the Bureau of International Affairs of the SWPS University in 2005-2010).

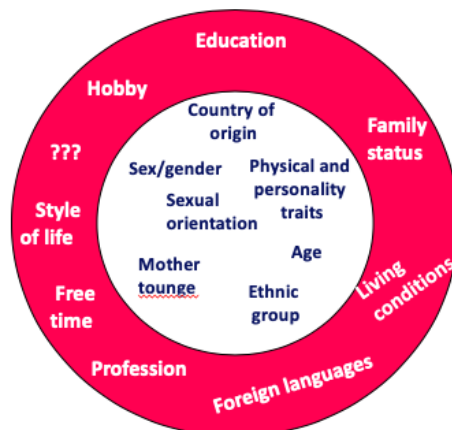
Invite participants to discuss the concept of identity. Ask people how they define this concept for themselves. Allow for free discussion. Then show the identity wheel (picture below). You can show it on a flip chart (prepare a flip chart earlier) or on a multimedia presentation.



Ask how the participants see / understand the drawing? What is the difference between the inner and outer circle according to them? What features are inside the circle (white circle) and which are outside (red circle)? If the group itself does not pay attention to the division into primary characteristics of the identity (those with which people are born and which are impossible / difficult to change) and secondary (those that we can influence), discuss with the people this concept. Describe the characteristics of primary (unchanging) identity and secondary identity:

- Primary identity: features with which we are born or which we acquire in early socialization. They persist throughout people’s lives and are difficult, and even impossible to change, we have less impact on them. These are: ethnicity, gender (dis) ability, sexual orientation, religion.
- Secondary identity: consists of features that can be changed. These are: level of education, membership in a given social group, worldview, place of residence, eating habits, hobbies, appearance (in some aspects, if not related to skin color, for example), marital status, parental status, affiliation to subcultures.

## Identity wheel



Then summarize together what identity is. You can use the following definition: identity is the sphere of self-identification, a set of ideas and convictions about yourself. Identifications may concern important contexts: nation, ethnic group, gender, profession, material status (Anti-discrimination, Educational package, CODN). The identity consists of:

- Own identifications – traits that characterize my own identity;
- Objective criteria that define me, attributes supported by the group to which I belong, because they are the most important to distinguish myself from others.
- Social categorizations - they require an answer to the question "how do others see me". These are features assigned to me by other people, affecting how I behave and how I am perceived.

After the theoretical introduction, invite the participants to prepare their own identity circles. Give out 4 cards and ask them to draw such circles for themselves. Encourage the completion of the circle by saving the features in the first person singular: woman, age 40, higher education, etc. Give people time to prepare the wheels. When all of them are ready, invite them to talk in pairs. Ask people to tell each other what's in their wheels and select which parts of the wheel they want to share with other people. Then invite the group to summarize these discussions in the forum. You can use the following questions: what did you learn, what was interesting, surprising and memorable for you? What conclusions do you draw from this exercise for yourself? Why talking about identity is important?

Summarize the exercise:

- Identity consists of different identifications.
- We have no influence on the elements belonging to the primary identity, which is why most of them are protected by law.
- Identity means belonging to many groups at the same time. Often, we are not aware that we belong to a group, due to the fact that this membership seems obvious to us.
- In different situations, we can identify with different groups.

If you still have time, it is also worth touching here the subject of discrimination grounds, i.e. features, on the grounds of which people may be discriminated against.

Premises of discrimination are specific features of people or groups which may become the cause of worse treatment in social, political, professional or private life. These features belong to the so-called primary part of the person's identity. Premises of discrimination include:

- Gender
- Skin color
- (Dis) Ability
- National / ethnic origin
- Age
- Sexual orientation
- Religion / atheism
- Social and economic status

Consider together which groups and due to which features are discriminated in Poland and in the environment of the participants. Such a map can be very useful in creating plans for political activity.

## Exercise 2 – What do I like in my group

This exercise was taken entirely from the publication "Anti-discrimination. Educational package "(link in the box above). Its purpose is to reflect on what group identity is and to develop a sense of belonging to a given group.



Invite people to work in pairs. Suggest each person to think about the social group they identify with. Next, ask people to work in pairs and to present to each other why she/he is proud of belonging to this particular group. The other person's task is to listen to it in silence. When people are ready, invite them to talk in pairs again, but now ask them to share their thoughts about what they do not like about the group they have chosen. Remember to mark when people should to switch roles.

As part of the summary of this activity, invite participants to the forum discussion. You can use the following questions. Remember to give each participant a chance to comment.

Suggested questions:

- Was it difficult to talk about your group identity?
- Was it easy / difficult to talk about the positive and negative aspects of belonging to a given group and why?
- Which groups did you choose to discuss? Why these?
- What creates a group identity?
- What makes people feel proud of belonging to a group? Why do some people prefer not to "admit" to their group identity?
- Why is talking about individual identity (identity wheel) and group identity important in the context of this workshop and your political activity?

Time: 2h.

## **Module II – Inter and intragroup relations in the context of discrimination**

This module will be devoted to the discussion of various mechanisms appearing in intra-and inter-group relations: stereotypes and prejudices and their consequences. We will also discuss the relations of power in society and the relations of majority and minority groups.

### **Exercise 1 – Take a step forward**

This exercise was taken entirely from the publication "Compass - a textbook on human rights education" published by the Council of Europe. Its purpose is to look at social inequalities as sources of discrimination and exclusion and to increase understanding of personal consequences of belonging to a minority group. In addition, the exercise can be an excuse to discuss how stereotypes arise. However, it is necessary to pay attention to the fact that the characters shown in the exercise come from marginalized and excluded groups. Therefore, a trainer should be particularly sensitive to the fact that there the participants would develop an impression life chances of a given figure are worse just because of a stereotype. No, worse life chances are the effect of exclusion. Instead, we often rely on stereotypes to describe a particular person. Remember these nuances when discussing the whole exercise.



Give each participant one card with a role. Cards should be distributed randomly. Ask people not to show their role cards to other participants. Invite the group to take a sit in the room and ask them to quietly read their roles. Ask people to close their eyes and imagine that they are currently the person described on the role card. Read the questions below slowly, pausing each of them for a moment, so that the participants have some time to imagine the characters they play:

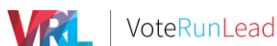
- What was your childhood like? What did your house look like, where did you live? What have you played as a child? Who were your parents?
- What is your life like now? Your normal day? What do you do in your free time? What do you usually do in the morning, afternoon, evening?
- What does your lifestyle look like? Where do you live? How much do you earn? What are you doing during the holidays?
- What makes you happy? What are you afraid of?

Then ask the participants to open their eyes and position themselves in a line (row) next to each other. Ask for absolute silence. Announce that in a moment you will read individual sentences regarding different situations and events (for situations, see below in the box). Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. Read situations slowly one by one. After reading each situation, stop for a moment so that the participants can move and look around as their position changes in relation to other people. At the end, ask all people to look around and see in what configuration they are in relation to other people. Then, "disenchant" the situation and get the participants out of the roles. Ask them to return to their seats and sit down. Go to the discussion of the exercise and evaluation taking into account two levels: me in a specific role and my reflections on my role and other roles.

Discuss this activity by asking participants a question, what they think happened during the exercise and how they feel after finishing it. Let everyone speak freely. Then go to discussing the issues covered in the exercise, which participants learned during its performance:

- How did you feel when you took a step forward and how when you had to stay in place?
- A question for those who often took a step forward: when did you notice that others are not moving as fast as you are?
- Did you feel that there were moments during the exercise when your basic rights were ignored?
- Was it easy to guess the roles of the other participants? (now tell the participants to discover their roles to others)
- Was role playing difficult or easy for you? How did you create the image of the person you had to play? On what basis? (media, personal experiences, stereotypes?)
- Does the exercise reflect our society in any way? If so, in what way? What reflections from this exercise do you take for yourself?

Finally, ask all people to crumple and throw out their role card to the trash. Invite them to say their names out loud to fully get out of the role played during the exercise.



At the stage of discussing the exercise, refer to the mechanism of stereotyping. Ask the participant what they know about stereotypes. As part of the summary, present some theoretical facts about this process and point out that stereotypes are the first stage for the creation of a mechanism of discrimination.

Stereotype - a collection of various generalized information about other social groups that is common among members of a given cultural community.

When do stereotypes arise?

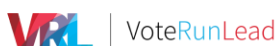
- In a situation where we lack knowledge about a topic
- In a situation where ethnocentrism occurs, that is when our own culture is treated as central to reality and all other people's behavior is explained in relation to their own culture
- When differences between groups are visible - the clarity of differences can become a reason for increasing the contrast between groups
- When groups compete with each other

Features of stereotypes:

- Simple - it is a very simple, uncomplicated information about other groups.
- Acquired - we purchase them in the process of socialization.
- Incorrect - because they are based on a generalization of a given individual's characteristics on the whole community. And such generalization is incorrect in principle.
- Resistant to changes - it is very difficult to liquidate or even modify them.

Situations:

1. You have never encountered any serious financial difficulty.
2. You have decent housing with a telephone and television.
3. You feel your language, religion and culture are respected in the society where you live.
4. You feel that your opinion on social and political issues matters and your views are listened to.
5. Other people consult you about different issues
6. You are not afraid of being stopped by the police.
7. You know where to turn for advice and help if you need it.
8. You have never felt discriminated against because of your origin.
9. You have adequate social and medical protection for your needs.
10. You can go away on holiday once a year.
11. You can invite friends for dinner at home.
12. You have an interesting life and you are positive about your future.





13. You feel you can study and follow the profession of your choice.
14. You are not afraid of being harassed or attacked in the streets, or in the media.
15. You can vote in national and local elections.
16. You can celebrate the most important religious festivals with your relatives and close friends.
17. You can participate in an international seminar abroad.
18. You can go to the cinema or the theatre at least once a week.
19. You are not afraid for the future of your children.
20. You can buy new clothes at least once every three months.
21. You can fall in love with the person of your choice.
22. You feel that your competence is appreciated and respected in the society where you live.
23. You can use and benefit from the Internet.
24. You are not afraid of the consequences of climate change.
25. You are free to use any site on the Internet without fear of censorship.

### Role cards

- You are an unemployed single mother.
- You are the president of a party-political youth organisation (whose “mother” party is now in power).
- You are the daughter of the local bank manager. You study economics at university.
- You are the son of a Chinese immigrant who runs a successful fast food business.
- You are an Arab Muslim girl living with your parents who are devoutly religious people.
- You are the daughter of the American ambassador to the country where you are now living.
- You are a soldier in army, doing compulsory military service.
- You are the owner of a successful import-export company.
- You are a disabled young man who can only move in a wheelchair.
- You are a retired worker from a factory that makes shoes.
- You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
- You are an HIV positive, middle-aged prostitute.
- You are a 22-year-old lesbian.
- You are an unemployed university graduate waiting for the first opportunity to work.
- You are a fashion model of African origin.
- You are a 24-year-old refugee from Afghanistan.
- You are a homeless young man, 27 years old.
- You are an illegal immigrant from Mali.
- You are the 19-year-old son of a farmer in a remote village in the mountains.

### Exercise 2 – Minority – majority

The purpose of this activity is to identify the majority and minority groups present in the environment of the training participants.



Ask the participants to remind the "Identity Wheel" exercise and those identity features that may become grounds for exclusion. Invite the group to a brainstorm together, in which you will identify the majority and minority groups existing in the Polish society. Discuss for what reason the group is identified as majority, and from what as a minority. Save all the results of your discussion on the flipchart to stay with you until the end of the workshop.

If there is time, it is worth taking a moment to talk about the majority and minority groups in the immediate surroundings of the participants. What are the groups, where they function, what are their characteristics? As in their public activities, people can pay attention to these groups what to do to include them in the activity.

**Time: 2h**

### **Summing up of the day:**

During the last 30 minutes of the workshop invite participants to the round (eg with the use of DiXit cards, cards "Emotions", storytelling cubes or other tools using metaphors). Ask the group to share their reflections after the first day, what they stand for and which expectations they have towards the second day of the workshop. Make sure that every person can express him/herself.

## **DAY TWO**

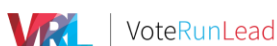
Start the second day with the round and ask in what mood people start this training day. It is also worth to suggest some kind of an introductory exercise to get into the atmosphere of the workshop. Think about the activity that is closest to you and works in the groups you run.

### **Module III – the definition of discrimination**

Module III is the time that we will devote to defining what discrimination is, what its causes and consequences are. We will also consider what it means to be a person experiencing discrimination and a perpetrator of discrimination.

#### **Exercise 1 – the tree of discrimination**

This exercise was taken entirely from the publication "Anti-discrimination. Educational package "(link in the box above). The purpose of this activity is to define the concept of discrimination, reflect on the causes and effects of discrimination and analyze the so-called vicious circle of discrimination.



Draw a tree on the blackboard or a large sheet of paper, write the word "discrimination" on its trunk. Ask participants to take part in a brainstorm about the causes and effects of discrimination. Participants should specify whether the offer they propose is the cause or effect of discrimination. Write down all the suggestions that were mentioned during the discussions in the drawing - reasons as roots and effects as branches. After completing a brainstorm, flip the sheet with the tree drawing 180 degrees. Participants can now see that this also works the other way around - the effects of discrimination often become the causes of new manifestations of discrimination. This means that discrimination is a kind of vicious circle from which a person experiencing discrimination has much difficulties to get out.

Then invite people to work in groups of 4-5. The task for each group is to create a definition of discrimination. The definition should reflect the opinions of all people working in a given group (even if there are disagreements). Give groups 20 minutes to work. Encourage groups to write the effects of their work on flipchart sheets.

In the next stage of this exercise, all groups have the task of presenting developed definitions. Take time to discuss each proposed definition. At this point, it is worth focusing on those aspects of discrimination that may affect people participating in the training, e.g. the issue of discrimination or non-discrimination of women in politics.

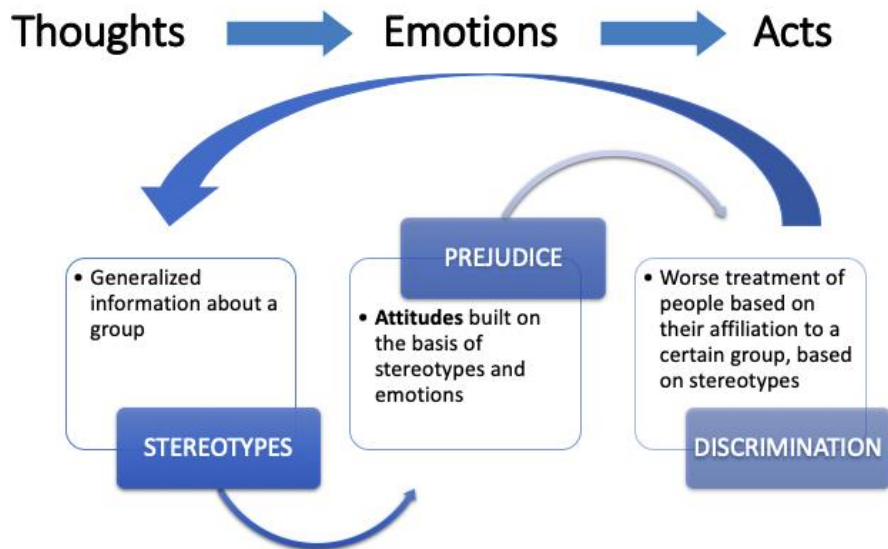
If you find it appropriate, you can finally present definitions prepared by experts in the field. Below are some key ones:

Prejudice - an attitude built on the basis of stereotypes and emotions experienced in relation to a given group or its representative, such as anxiety, anger or disgust.

Discrimination - unequal, worse treatment of people based on their affiliation to a certain group, distinguished on the basis of one feature. It can both allow for violence and justify its use.

Equation / Chain of Discrimination - shows what the mechanism of discrimination is. Describes causal relationships between stereotypes, prejudices and discrimination. The condition for the creation of discrimination is the possession of power, that is, the ability to impose on others their will resulting from a formal or informal relationship in the group, institution and structure.





It is worth noting that the equation presented above is not the only situation when discrimination occurs. Stereotypes and prejudices are not the only causes of discriminatory behaviors. Remember that when prejudices arise, discrimination does not necessarily occur.

You can read more using the following sources:

- Dictionary on the website [www.rownosc.info](http://www.rownosc.info)
- Information on the website of the Anti-discrimination Education Association [www.tea.org.pl](http://www.tea.org.pl)
- Information contained in the textbook "Anti-discrimination education. Training manual ", edited by Mai Branka and Dominika Cieřlikowska.

All sources in Polish.

At the end invite the group to a discussion circle. You can use the following questions:

- Have you had any difficulty in distinguishing between what is the cause and the result of discrimination?
- What could be the causes of the "vicious circle of discrimination"?
- What can you do to get out of the "vicious circle of discrimination"?
- Have you had any difficulties in formulating the definition of the word discrimination? If so, what did they concern?
- How did the work in groups work?
- How did you manage the differences of opinion?
- How did you run the process of determining a common definition of discrimination?

### Exercise 2 – Four positions

This exercise was taken entirely from the publication "Anti-discrimination. Educational package "(link in the box above).

The purpose of this exercise is to reflect on the various aspects of discrimination and the fact that each person can become the perpetrator and / or victim of discrimination. In addition, the exercise will inspire you to reflect on the role of the witness of discrimination, allow you to collect and analyze various instances of discrimination, and prepare you to actively counteract this phenomenon.

**Methodical note:**

The exercise presented below refers to the personal experiences of participants involved in discrimination and inequality.

Invite the participants to individual work. Ask for the completion of working cards (below). Please note that completed cards will not be collected, and the information contained therein will remain only at the disposal of people participating as an auxiliary material for group work.

Once all people are ready, ask them to create working groups of 4-5 people. Ask them to share in the groups information they have written down on their working sheets.

Then invite the participants to the forum discussion. Ask them to talk about their emotions and reflections that they had when answering questions in the working card and about the recurring situations described by them. In the discussion you can use the following questions:

- Were the situations presented by you repeated by other people in your group?
- What emotions accompanied you when you presented your answers from the work sheet to other members of the group?
- Was it easier / harder to describe the role of the perpetrator or a person experiencing discrimination?
- What circumstances have influenced the fact that, being a witness of discrimination, you have made a decision to oppose or have not reacted to the act of discrimination?
- What is the role of the witness of discrimination?
- What is civil courage? What is its significance in the social context? What is its significance in the context of political activity?



**Working card “Four positions”**

Describe your experiences. Would you behave in a different way today? If yes, why?

<p>Describe one situation in which you were discriminated or treated unfair by another person.</p>	<p>Describe one situation in which you discriminated another person.</p>
<p>Describe one situation in which you witnessed discrimination and did nothing to counteract this situation.</p>	<p>Describe one situation in which you witnessed discrimination and you acted to counteract discrimination.</p>



**Time: 2h**

### **Module IV – Discrimination in different spheres of life**

Module IV is the time to reflect on how language affects the perception of the world and what to do to introduce more so-called "equality language" into your language. Participants will also have the chance to get acquainted with recent research and statistics on discrimination in public space in Poland.

### **Exercise 1 – Strange stories**

This exercise was taken from the publication "Anti-discrimination. Educational package "(link in the box above). For the needs of this program, however, it has been expanded.

The aim of this exercise is to discuss the role and meaning of language in human contacts, as well as to realize how different messages (both written and oral) can affect the perception of various social groups.

Invite the group to act together and ask participants to recall and give examples of songs, proverbs, sayings, stories that relate to different social groups and minorities. It is worth noting here that people focus on such issues as gender or social origin. All examples that are spoken, write on the board or flipchart. Next, ask how these sayings / stories are most often interpreted, what do they mean, what do they say about these groups? Please note that such sentences / proverbs / stories affect us and can shape our perception of others for a long time.

Variation: if you work with a large group, it is worth to invite people to work in smaller groups during the brainstorming and discuss the results of such work together in the forum.

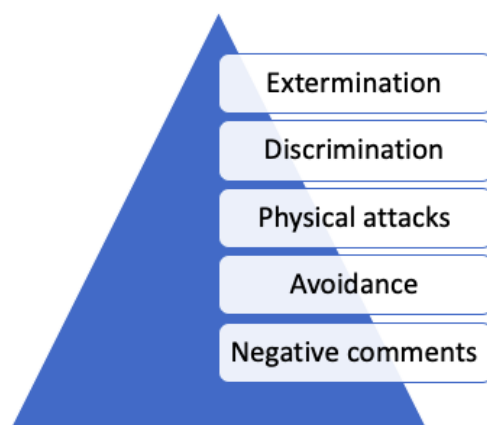
Invite the group to discuss the exercise. Lead a joint discussion by asking the following questions:

- What stereotypes are recorded in the presented sayings? At this point, it is worth returning to the definition of the stereotype and the consequences of this mechanism.
- How do they influence the perception of the groups to which they relate?
- What groups are particularly the topic of this type of stories? What does it mean?
- What stereotypes appear in these sayings? How do they affect our behavior?
- Do you encounter such sayings about your public activity?
- What actions can be taken to effectively eliminate such stories and sayings from public debate?
- How do you react when in your presence someone tells a prejudiced joke or story?



As a part of the summary of the discussion, show the participants the hate pyramid - a theoretical model developed by an American psychologist, Gordon Allport in the 1950s. Allport shows in it how prejudices and negative comments about a particular social group can lead to the exclusion of people belonging to this group, then turn into physical attacks, discrimination and even genocide. What is crucial here is to draw attention to the fact that such a sequence of events, which Allport described in this model, has already happened many times in the history of mankind, most recently during the war in the Balkans or in Rwanda. Gordon Allport's research shows how important it is to respond to any sign of aggression, violence and disrespect.

### The pyramid of hate by G. Allport



We encourage you to present the definition of an equality language and the benefits of using it at the end of this activity. Theoretical information on this subject can be found in the manual edited by Maja Branka and Dominika Cieřlikowska entitled "Anti-discrimination education. Training manual "on pages 102-103.

#### Exercise 2 – Equality language in action

The purpose of this exercise is to try to use equality language in practice.

In the first place it is worth talking to the group about using both male and female forms of words. Then ask the group to return to the proverbs and sayings recorded in the previous exercise. Invite to work in three-person teams and assign each team a few (depending on the size of the group and the number of written sayings) sentences to work with.

The task of each team will be to re-edit sentences / stories / proverbs to reflect the characteristics of equality language. Also, ask the teams to eliminate from the list those sayings that have no chance for



equality. If you are afraid that the sentences submitted by the group in the previous exercise may be too little, prepare yours earlier, eg. based on the titles of newspaper articles, statements by journalists or politicians in the media. There are a lot of such discriminating sayings in the public space and in the media.

Here you can find some examples of unequal sayings, mostly from the Polish context:

- Mr. Brown and his wife were invited to the celebration on behalf of the office.
- At today's meeting spoke: Minister Cole, Mr. President Sanderson and Miss Sophie. Thank you all for the important input in our debate.
- She really is a woman with guts.
- Ewa finally took a man's decision.
- Although confined to a wheelchair, Jack is still able to lead interesting, productive life.
- He cannot see but deals with everything as normal people.

As a summary, read the rewritten sentences. Also list those that should be eliminated from the language. Ask the participant about their reflections after this exercise. Talk about how to introduce the principles of equality language into your private and public life.

### **Exercise 3 – Examples of discrimination in public life – women in politics**

The purpose of this activity will be to create a map of discriminatory situations that may happen to women entering politics.

Invite participants to work in four smaller groups. Give flipcharts and markers to all groups. Ask groups to think about and write down all situations (known personally, from other stories or from the media), which have led to worse treatment of policy-makers due to their gender. When the groups are ready, encourage them to share their work results together.

As part of the summary of this activity, consider together:

- What are the consequences of discrimination - for people and social groups that experience it and for the whole society? It is also worth talking about the consequences of discrimination for the so-called "Political class."
- What can you do to counteract it?

**Time: 2h**

### **Module V – Reactions to discrimination**

In this module, we will deal with defining various situations in which discrimination may potentially occur, and we will consider and practice possible reactions to these situations. At the beginning of this thematic block, present to the participants basic tools that should be used when responding to situations of discrimination. Point out that the response can take a whole range of forms, from micro-



affirmation (strengthening), to reporting the case to the prosecutor's office and going to court. Also pay attention to the role of the witness of discrimination.

#### **Stages of responding to discrimination:**

1. Unambiguous naming of the situation (what happened here is ... discrimination, prejudice, stereotyping, labeling, unequal treatment, hate speech)
2. Revealing one's emotions (I am ... angry, agitated, shocked, I'm sorry that something like that happened)
3. Clear objection to a given behavior (I definitely do not support, I condemn, I do not agree to such behavior in my presence. This is forbidden by Polish law).
4. Asking for the perpetrator's perspective (what led you, what did you want to achieve, how and why it happened?)
5. Expression of expectations regarding the cessation of a given behavior (I trust that this type of behavior will not happen again, and that you will not be indifferent if something similar happens in your presence in the future)
6. Supporting a person experiencing discrimination (I am with you, you are a brave, important, wise person, I want to work with you, what can I do for you, if you want to give you the address of the association / institution dealing with this topic).
7. Providing substantive information on Discrimination.

The steps described above are taken from the infographics prepared by the Anti-Discrimination Education Association on the basis of the report "Discrimination at school - unexcused presence. On building anti-discrimination education in the formal education system in Poland ", edited by Katarzyna Gawlicz, Paweł Rudnicki and Marcin Starnawski.

#### **FUKO Model**

It allows you to draw people's attention in a situation of discrimination. It is based on the message ME, which means it comes from a very individual perspective. As part of FUKO, we talk about facts, feelings, consequences and expectations - everything from an individual perspective.

Phases:

1. Present **FACTS** - what kind of event or situation the conversation concerns.
2. Refer to **FEELINGS** - what feelings this situation causes in me.
3. Discuss **CONSEQUENCES** - what are the consequences of emotions that I feel in this situation.
4. Pay attention to **EXPECTATIONS** - clearly state your expectations in relation to this situation, what the person should do or stop doing.

#### **Exercise 1 – Discrimination – role play**

This exercise was taken entirely from the publication "Anti-discrimination. Educational package "(link in the box above).



The purpose of the proposed activity is to analyze different cases of discrimination and to learn different ways of solving problems related to discrimination. In addition, the participants will have the opportunity to develop the ability to present their own opinions and practice creative thinking while searching for solutions to problems related to discrimination.

#### Part 1 (ca 30 – 40 min)

Invite the participant to work in groups of five. The task of all is to consider cases of discrimination that they have experienced or have heard about from other people. It is worth referring to the work cards from the "Four Positions" exercise here. Then ask each group to choose one situation (the most characteristic or interesting) and prepare scenes based on it. The scene should contain at least one suggestion of solving the presented situation and all group members should take part in it.

#### Part 2 (30 – 60 min)

When all groups are ready to show the results of their work, invite them to present. After each scene, discuss with the participants their reflections after the performance and its course, and initiate a discussion on the presented situation and roles: the person experiencing discrimination and the perpetrator and the potential witness. Finally, talk about the proposed solution.

As part of the exercise summary, try to answer the following questions:

- Did the presented scenes really show examples of discrimination?
- What forms can discrimination take? What forms of discrimination can take in politics?
- What do you think about the presented solutions to specific problems related to different situations of discrimination? Are these realistic proposals?

**Time: 1,5 h**

### **Module V – Summing up and evaluation**

Module V is the time to evaluate the entire workshop. Its purpose is to summarize what participants have accomplished during the workshop and to summarize their own goals and expectations. This module provides for the implementation of such activities:

1. Recalling all activities that have been carried out throughout the workshop - from the start of the first day to the last exercise on the second day.
2. Summary round with the use of a ball of wool - invite all participants to share their latest reflections after the workshop (eg. what was the most important for me during these classes, what I've learned, what I take for myself and for my further activities). Prepare a bundle of wool and ask that every person who speaks at one moment keeps a ball in his/her hand. Passing the vote on, she should keep the end of a wool string and throw the whole bundle to the next person. The idea is to create a network between all participants. At the end of the round, the network will be created and this might also be an invitation for the participants to contact each other after the



workshop and share their experiences, support each other and help themselves, even if they operate in different parts of Poland.

3. Prepare an evaluation questionnaire regarding organizational and substantive issues related to this training. Invite the participants to complete it. We recommend preparing an on-line survey and sending participants a link to the questionnaire in the last minutes of the training.

Finally, say goodbye to each other.

**Time: 0,5h**

**Literature:**

- Maja Branka i Dominika Cieřlikowska (red.) "Edukacja antydyskryminacyjna. Podręcznik trenerski". Kraków 2010. Stowarzyszenie Villa Deciusza
- Jasmine Bohm, Volker Grey, Dieter Schindlauer, Katrin Władasch "Antydyskryminacja. Pakiet edukacyjny". Warszawa 2005. Wydawnictwa CODN
- "Kompas. Edukacja o prawach człowieka w pracy z młodzieżą". Praca zbiorowa. Stowarzyszenie dla Dzieci i Młodzieży Szansa, Centralny Ośrodek Doskonalenia Nauczycieli. Warszawa. 2005
- "Wszyscy Ludzie Rodzą się Wolni i Równi" praca zbiorowa. Amnesty International. Warszawa. 2017.
- "Dyskryminacja w szkole - obecność nieusprawiedliwiona. O budowaniu edukacji antydyskryminacyjnej w systemie edukacji formalnej w Polsce" pod red. Katarzyny Gawlicz, Pawła Rudnickiego i Marcina Starnawskiego. Towarzystwo Edukacji Antydyskryminacyjnej. Warszawa 2015.

