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| TARGET GROUPS | 12+ |
| TITLE | FRAGMENTS OF MY IDENTITY |
| RUNNING TIME | 30-40 min |
| LEARNING OBJECTIVES | Reflection about participants own group identities, self-perception and diversity (what makes us different/similar to others).  Special emphasis should be given to the fact that we tend to forget about groups that seem obvious to most people of the group (white skin, gender, national origin, language, age) and that this might even make you vulnerable to discrimination in another context. |
| MATERIALS | Papers and pens, handout. |
| PREPARATION | Handouts, a list with categories |
| IMPLEMENTATION | Step 1: Ask the participants to individually fill the handout with their name in the middle and personal ideas about the social groups they belong to (five fields), as spontaneously as possible. Try not to be suggestive too much and that they should think about this moment’s picture which can change tomorrow or in different settings with different people. Tell them this info will remain confidential if they wish, it is just to assist them in discussion. Ask participants to underline the group that they feel is most important to them at the moment.  Step 2: Divide participants into pairs and make them share their outcomes.  Step 3: Explain the following procedure: Tell that you will name different categories. If the group named is connected with one of the fragments in the working sheet, he or she should stand up and keep standing. Tell them that it is an activity without words and that it is important to look around and keep quiet. Start reading one category – people stand up. Then ask people to keep standing when the mentioned category refers to their most important (underlined) group – the others are allowed to sit down. After a few moments all can sit down and you start with the next category and apply the same procedure. Allow some time, even when nobody gets up.  Categories are:   * religion * ethnic origin * citizenship * sex, gender * sexual orientation * profession * age * social status * disability * health status * hobby, leisure time * family * friends * school, university * sports * non-profit activities * political interest/ orientation * neighbourhood, home * language * minorities * music and other fine arts * food habits (e. g. vegetarian)   At the end ask them about additional categories, that where not mentioned so far, and continue with the same procedure with these categories. You can adjust/add the categories to your own needs (i.e. migrants, refugees.  Step 4: Discussion in plenum about their experiences. |
| ROLE OF THE TEACHER | Facilitates the process. |
| POSSIBLE RISKS & HOW TO HANDLE THEM | It is important to create safe environment and not push people to share their parts of identities (stop rule). Explain people in advance that they may remain confident by remaining seated, nobody can notice.  Leave enough time, do not rush from one question to another.  Participants might want to explain their position. Tell them to remain silent, that this is important for the aim of the activity and that there will be space given to discuss that.  The activity is useful to collect perceptions of the people about the others, but this might stir also misinterpretations and stereotyping (see the warning at the question below). |
| FEEDBACK TOOL | * Was there something very difficult about this activity? * How did it feel like to stand up all alone or with nearly the entire group? Was there a difference? * How did it feel like to be seated as a single person or among a group of a few? * Did you find out something new about somebody in the group? [Attention: Be aware that this question can lead to misinterpretations and stereotyping among the participants. Make clear that standing up at “sexual orientation” doesn’t necessarily mean that the person is gay, it can also mean a man defines himself as heterosexual male, or standing up for religion or politics can also mean that the person is atheist or not interested in politics and so on.] * Are there some groups which are more difficult to stand up for or to stay seated? * Is there any difference if you like belonging to the group? * Did you find out during this exercise that you didn’t think about certain groups? What might be the reason for this? * Did you feel uncomfortable not to be allowed to explain why you stood up? * You can add a discussion on how other people /groups are seen, expected to stand up, cover up and why this is happening (the context of the particular group of participants, social pressure, the fear from exposure/vulnerability/being treated badly/discriminated, issues of pride and safety in the situation of belonging). * DISCLAIMER: Very similar exercise to Identity molecule, but not from the same perspective and is less suggestive (molecule is done by the trainer/teacher) |

Source: Schindlauer Dieter et al, Manual for Trainers, Workshops to Counteract Discrimination, 2006**.**