

# MODULE 4: GROUP-SPECIFIC MODULE

## Content & Relevance

The module aims at developing specific activities and exercises for the different target groups of the project, in order to respond to the specific needs identified during the initial analysis and, more broadly, to improve social inclusion and cultural diversity within the university environment. The needs analysis highlighted both general and more specific issues to be addressed to fulfil the project objectives. At a broader level, these issues concern *self-reflective and critical thinking issues* (i.e., the need to sensitise employees towards stereotypes and prejudices), *bureaucratic issues* (i.e. the need to sensitise employees towards specific bureaucratic challenges students with refugee/migrant background face), and *inclusive and intercultural issues* (i.e. the need to create an inclusive environment for students through curricular, extra-curricular and informal activities).

Although the needs stated in the needs analysis chapter occur across different target groups, they should be addressed differently, according to the specific environment in which they develop. The module activities are therefore tailored to the multiplicity of situations and challenges in which each target group might find itself, encouraging a deep reflection on the role that each one of them has within the university and in relation to the other groups and to the students.

The activities draw from different pedagogical and theoretical foundations that aim to empower subjects and provide them with the necessary skills and expertise to recognise, combat and prevent discrimination in their everyday lives. While some activities are conceived to make participants critically reflect upon their own university role and to raise their awareness about issues of social inclusion and cultural diversity, others require a deeper elaboration on certain topics, a specific knowledge of some concepts or issues, as well as a peculiar sensitivity in dealing with the feelings that the activities themselves might generate. In this respect, not only should the facilitator have previous knowledge about the topics discussed, but s/he should also warn participants about the potential emergence of strong feelings, observe group dynamics and relations, and be able to deal with such feelings in a respectful and sensitive manner.

The activities are not linear and can therefore be implemented in part or adapted according to the specific situations. The implementation of all the activities in this module would require between 8 and 9 hours. However, while the time for the implementation of the activities might vary according to the number (and preparation) of participants, it is suggested that enough time is dedicated both to the initial discussions, where the facilitator can collect general ideas and/or introduce specific topics, and to the final plenary sessions, where participants can collectively talk about the implementation of the exercise, discuss its outcomes, and reflect on its takeaways.

## Educational goals

In line with the overall objectives of the project, the module aims at:

- Increasing employees' awareness towards the social inclusion of students with refugee/migrant background within the university system. It does so by targeting the specific needs of the different target groups and developing the skills they need to deal with social inclusion and cultural diversity in their everyday lives. Through processes of cooperative knowledge production/sharing and learning by doing, the module aims to develop specific educational goals, such as:
  - » Increasing critical thinking skills.
  - » Improving problem-solving skills.
  - » Developing communication and intercultural skills.
- Developing a certain set of skills that not only can be employed within the working environment, but can also be helpful and necessary, more broadly, in society and in everyday life. The skills acquired in the working environment can indeed be transferred at other, higher levels, thus enhancing the participants' understanding of their civic role within society and promoting a democratic way of life.

# Theoretical background

In the past couple of decades, there has been a lively debate inside and outside academia around issues of citizenship, social inclusion and cultural diversity (Kabeer, 2005; Shachar, 2009; Banks, Suárez-Orozco, & Miriam Ben-Perez, 2016). This was due to the global socio-political transformations and to the increasing worldwide migration movements that have accompanied them. These processes challenged the traditional conception of citizenship as a set of privileges and duties connected to the membership of a given political community.

Historically, the idea of citizenship has entailed the provision of certain rights and duties to some members of the political community, thus defining and continuously reshaping the boundaries of in- and exclusion across the community itself (Anderson & Hughes, 2015; Balibar, 2015). From the ancient Greek society to the modern nation-state, some have been allowed to actively participate in the socio-political life of the community and to enjoy the rights and duties connected to this membership, while others have been excluded based on arbitrary criteria of class, gender and race. As the *other* was progressively included (i.e., through struggles or political decisions), their integration has been often subject to discriminatory practices (Mezzadra & Neilson, 2012).

The reasons behind discrimination are primarily structural and subsequently individual. Discrimination occurs when a given social category – in our case, migrants – is the target of specific forms of exclusion, whether they be through political stances, social discourses, and/or institutional practices. Such forms of exclusion affect the everyday lives of the targeted group even when they are formally included in the political community. When such forms of exclusion are implemented widely and supported by political discourses, they might be interiorised by the members of the community, which might therefore reproduce – willingly or not – discriminatory practices in their everyday life (see Yuval-Davis, Wemyss, & Cassidy, 2019).

Research, however, has shown how concepts such as nation, culture, and identity are complex, variegated, and socially constructed: this means not only that their meaning is continuously changing according to specific context-driven circumstances, but also that the boundaries of in- and exclusion that they draw are arbitrarily defined and can be challenged through struggles or the implementation of alternative and more inclusive practices. Anderson (1983) highlighted how the concept of the *nation* is ridden with contradictions: despite being relatively recent, it appears old among nationalists, thus evoking great political power. Besides, despite its supposedly universal character, this concept has been developed and constructed through the reproduction of specific symbols and practices that have created an *imagined community* through the exclusion of the *other*.

Similarly, other authors have argued that concepts such as *identity* and *culture*, far from having a well-defined and uncontested meaning, are fragmented, multiple, continuously changing, and differentially experienced (Hall, 1996; Schmid & Bös, 2012). Hall has noted that identities:

emerge within the play of specific modalities of power, and thus are more the product of the marking of difference and exclusion, than they are the sign of an identical, naturally constituted unity – an ‘identity’ in its traditional meaning (that is, an all-inclusive sameness, seamless, without internal differentiation). Above all, and directly contrary to the form in which they are constantly invoked, identities are constructed through, not outside, difference (Hall, 1996, p. 4).

In our case, the concept of *culture* requires specific attention. When looking at *culture*, it is important not only to prevent cultural stereotyping but also the essentialization of cultures themselves, or the process of *culturalisation*. By *cultural stereotyping*, it is meant the consideration of cultures as hermetically sealed containers, that is, immutable, closed and well-defined boxes in which people are categorised. These categorisations, which are either publicly sustained through discourses and policies or tacitly implemented through practices and dispositions, might be interiorised by individuals and therefore reproduced, more or less voluntarily, at the everyday level. By *culturalisation*, which often derives from *cultural stereotyping*, it is meant instead the consideration of specific cultures – or of some of the characteristics within them – as superior or inherently better than others. Culturalisation, therefore, further reinforces a specific differentiation into *us* and *them* based on specific, socially constructed and pre-established criteria. Both aspects, that goes without saying, hide or imply cultural prejudices, biases, and discriminations.

From a theoretical point of view, the module will therefore start from a conceptualisation of culture as a socio-politically constructed, dynamic, and unbounded process, shaped by both social (external) and individual (internal) factors that vary continuously across space and time. From an empirical point of view, it derives that every person is inherently different from others – even though they supposedly share some socially defined cultural traits (e.g. national, religious, or ethnic aspects) – but, at the same time, does share some characteristics with others. As we understand that focusing on cultural differences might be considered problematic, the module aims at promoting *equality in difference*, i.e., the acknowledgement that, despite the socially constructed differences between people, we all have something in common.

## Exercise I – Take a step forward<sup>10</sup>

### Introduction & Methodology

This exercise aims at raising awareness on the potential forms of discriminations that students with refugee/migrant background might face in their everyday life, either for their class, race, ethnic, national, or gender background. It invites participants to reflect on the concept of privilege, by critically examining how common everyday activities might constitute a problem for someone else. It does so by making participants impersonate a specific character and acting as putting themselves in the role. In some cases, especially if participants come from variegated backgrounds, the exercise can be carried out without letting them impersonate any role. This, however, would require a stronger process of follow-up and self-reflection, in order not to make participants feel discriminated against within the game.



#### Target group(s)

- Administrative staff
- 4 - 20 people



#### Duration

- 60 – 90 min



#### Requirements / needed material

- 10 role cards
- List of situations

### Learning outcomes

- Reflecting about the privileges that some students might have in their academic path, regardless of their academic performance.
- Reflecting about the variegated social experience forms of discrimination that certain students (in particular students with refugee/migrant background) might face at university.

### Instructions

1. Warm-up: Before starting the exercise, a warm-up activity can be done to allow participants to familiarise with the exercise and break the ice. In this activity, participants are allocated along a straight starting line and asked to step forward if the *situation* that will be read by the facilitator applies to them. The situations, which start with 'Have you ever', can include: sung karaoke?; climbed over 4000 metres high?; lived abroad for more than one year?; been without a shower for more than two weeks?; ridden a horse/motorcycle?; visited more than three continents?; skydived?; eaten insects?; swum in the ocean?; free-climbed a tree or a rock more than 10 metres high?; had a close relative who lived to over 100?; cooked a meal for more than 10 people?; done bungee jumping?; seen a polar bear?; etc.
2. Divide the participants in pairs and distribute the role cards to the groups. For the purpose of the game, the roles should reflect different categories of students (e.g. refugee student, international student, migrant student, national student, European student, student from the countryside, student from a *difficult* periphery, student from a wealthy family, local student, Erasmus student, etc.).

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10 An impression of the exercise from the accompanying [online tutorial](https://tinyurl.com/yjs9yr6n): <https://tinyurl.com/yjs9yr6n>

3. Give each group 5-10 minutes to reflect on their role, asking them to write down some key points of their character (name, age, gender, nationality, ethnic group, religion, family, socio-economic background, studies, etc.).
4. Allocate participants along a straight starting line and tell them that, as the *situation* cards are being read out loud, they can move one step forward if they can answer positively to that situation. The situations represent experiences that students might face or have faced in their everyday life (e.g. 'I grew up in a neighbourhood that was not multi-ethnic'; 'I went to a high school that was not multi-ethnic'; 'I have never had to worry about university fees/rent'; 'I do not have to work to sustain my studies'; 'I can follow the profession of my choice'; 'I feel safe when I walk around the city at night'; 'I do not have any problem with the language'; 'I have never felt discriminated because of my ethnic group / national origin / gender / sexual orientation / family income'; 'I feel that my religion/culture is respected in the society where I live'; 'I have never encountered any difficulties in applying for a study programme'; 'I know where to ask for advice when needed'; 'I have always been treated with respect by admin staff/teachers'; 'I always feel free to express my opinions'; 'I have enough space and resources to perform my duties'; etc.).
5. At the end, invite everyone to take note of their final position, and to tell (or guess!) each other's role cards. Give them a couple of minutes to come out of their role before discussing the exercise.



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## Tips for reflection / deepening the content

- As a follow-up, participants can reflect on their previous knowledge about privileges and discrimination, or on their specific, everyday consequences that these might have for students with refugee/migrant background during their academic path. The discussion can focus on the participants' feelings about the activity in general and, more specifically, about the role they or others were impersonating.
- For those who stepped forward more often, questions can focus on whether and when participants realised that others were not stepping forward so often; whether they could imagine the other participants' role; and whether they had ever felt uncomfortable about their position. Conversely, those who stepped forward less often can be questioned about their feelings on their position, and whether they had ever felt that they could do anything to change or improve their situation.
- Questions can also address real life experiences: in this case, participants may be asked to think of whether and how these situations can occur within the university environment and affect students' everyday lives. If participants have faced any of these challenges, they can share their own experiences with the others, reflecting on the potential steps that they could take to address those challenges as an employee.

# Exercise 2 – Game of the goose

## Introduction & Methodology

This exercise aims at putting participants in the shoes of students with refugee/migrant background, in order to increase their awareness of the challenges that such students might face in the university system. This is achieved through a process of brainstorming to identify challenges; the implementation of a live game to allow participants to relate to such challenges; and a debate to discuss impressions and results.



### Target group(s)

- Administrative staff
- 2 - 10 people



### Duration

- 90 – 120 min



### Requirements / needed material

- Board with a path of 30 steps (one every three steps marked with a sign)
- 10 cards with specific instructions/challenges
- A six-face dice

## Learning outcomes

- Learning about some of the challenges that students with refugee/migrant background might face at university.
- Becoming more aware of difficulties and needs of refugee/migrant students.

## Instructions

1. Initially, participants can brainstorm some bureaucratic challenges that students with refugee/migrant background might face at university. The challenges identified can be written on the cards, together with some instructions (e.g. skip one turn; go back one step; etc.). Challenges can include: not having the proper documents to proceed; having a card written in another language; having to wait for a specific answer; etc. Cards can also contain positive messages (e.g. having filled the documents in the right way; having collected the right signatures; etc.) and correlated with positive instructions. Some cards can also be prepared in advance.
2. Participants start from step zero and throw a dice. If they advance to an empty step, their turn is concluded. If they advance to a marked step, they have to pick a card and follow its instructions.
3. The game ends when one of the participants reaches the final step.

## Tips for reflection / deepening the content

As a follow-up, participants can reflect on the specific challenges that students with refugee/migrant background might face. Initial questions can focus on the participants' feelings about the activity in general or about the specific challenges encountered during the game, and the way participants coped with them. Afterwards, the discussion can deal with real life situations, and participants may be asked to think of whether and how these challenges can occur within the university environment and affect students' everyday lives. In conclusion, if participants have faced any of these challenges, they can share their own experiences with the others, reflecting on their potential role in changing the situation and/or on the potential steps that could be taken to address those challenges as an employee.

# Exercise 3 – Responding to racism in class

## Introduction & Methodology

This exercise aims at raising awareness on the issue of racism in class and, more generally, in the educational system. It will do so by brainstorming what racism is, identifying potential actions or situations that might be considered as racist. After the group discussion of a case study, participants will be invited to develop guidelines to prevent or deal with racism in class.



### Target group(s)

- Teaching staff
- Max. 20 people, groups of 3 - 4



### Duration

- 90 – 120 min



### Requirements / needed material

- Large sheets of paper OR flip-chart for each group
- Markers & pens
- 4 situation cards

## Four situation cards:

- » **Situation 1:** Tobias, a diligent student, asks to privately talk to you after class. That day he came to school with some money for an important purchase later. However, when he looked in his backpack, his wallet was not there. After talking with his friends about it, Tobias got convinced that Adrian, a Roma student from Serbia, had stolen it: two other students had seen him around his backpack a few hours before. Tobias is determined to raise the issue to the dean.
- » **Situation 2:** Two days later, the dean meets the teachers to discuss recent cases of pickpocketing in school: in the past months, two other students have reported personal objects gone missing. One teacher reports rumours of Adrian as the most likely culprit, as he came to the class with a new phone the day after. Another teacher confirms the rumours, adding that Adrian is often seen in other classes during the break.
- » **Situation 3:** The dean and the teachers meet Adrian and report to him the rumours against him. Adrian defends himself from the accusations, pointing out that he would never do such a thing, and that the phone was a present from his parents. The teachers and Adrian eventually agree that the former keep this case a secret if the latter behaves.
- » **Situation 4:** The dean and one teacher discuss the improved situation in school. Suddenly, another teacher enters the room and reports that the wallet has been found: Tobias had lost it on his way to school; someone had found it and had given it to the police. They discuss the recent news.

## Learning outcomes

- Reflecting about, identifying, and preventing racist incidents in class.
- Raising awareness and sensitivity on the topic.



## Instructions

1. Divide participants in groups of 3-4 people and ask them to reflect on racism in class: What can constitute racism in class? How can a racist incident be identified?
2. Ask them to write down their answers in the sheet of paper or on the flipchart.
3. Read the first situation card and ask participants to discuss the situation, write down their feelings about it, and imagine what they would have done in their place. Do the same with the other three situation cards, allowing participants some minutes to reflect upon each situation.
4. At the end of the four situations, allow some minutes for the groups to discuss the outcomes of the case and to think what could have been potential alternatives to solve the initial issues.
5. Open the discussion to the plenary, going back to the initial brainstorming on racist incidents in class. Allow participants some minutes to discuss their initial reflections with the outcomes of the situations and ask them to discuss some ideas to solve the different problems.

## Tips for reflection / deepening the content

- After the game, participants can reflect on the meaning of racism, both in relation to the activity and with reference to their experiences in class. The discussion on the activity can start with some questions about the participants' feelings about the exercise in general and, more specifically, about their collective process to find a definition of – and a solution to – the racist incidents.
- Questions can also address real life experiences: in this case, participants may be asked whether they had ever experienced racist incidents in class, how they dealt with such incidents, and whether they would behave differently after the completion of the activity. The discussion can also focus on what universities could do to raise employees' and students' awareness on racism and to prevent racist incidents.
- At a later stage, the discussion can revolve around how teachers would deal with racism in their class, in particular whether they would include other pedagogical perspectives (such as feminist or postcolonial approaches) in their curricula and classes, or potential activities to discuss racism with their students maintaining a balanced and respectful atmosphere.
- Participants may also reflect upon their own pedagogical role: questions, in this case, can focus on how they would talk or deal with racism in their class; what they could change in their role as teachers, and whether there is enough space and time in their class for students to openly acknowledge and confront issues of racism.

# Exercise 4 – Another university

## Introduction & Methodology

This exercise aims at (1) critically reflecting on specific challenges related to social inclusion and cultural diversity that might arise in class, and (2) ideating pedagogical solutions to counteract them. This is achieved through group work activities to discuss and identify potential solutions to the challenges presented, and through a final debate to discuss impressions and results. By reflecting upon their own pedagogical system, participants can develop a more grounded perspective on social inclusion and cultural diversity in class.



### Target group(s)

- Teaching staff
- Max. 20 people, groups of 3 - 4



### Duration

- 60 – 90 min



### Requirements / needed material

- Five situation cards
- A large sheet of paper OR a flipchart for each group
- Pens OR markers

## Learning outcomes

- Reflecting about, identifying, and preventing incidents related to social inclusion and cultural diversity in class.
- Raising awareness and sensitivity on the topic.

## Instructions

1. The facilitator explains the setting: 'Year 2120. Interplanetary travels have become the norm, and people frequently travel to other planets for work, study, and leisure. Every year, millions of students depart the earth to conduct their studies abroad, and millions of others come to the earth for the same reason. Universities generally praise the implementation of such exchanges, but there are always issues related to the integration of students in class. The concerns expressed by some students in this regard have raised the attention of the Head of Department. For this reason, a meeting has been convened with the teachers to discuss current and potential activities on social inclusion and cultural diversity to improve the integration of students from outer space'.
2. Divide participants in groups of 3-4 people and ask them to divide their paper/flipchart into three equal spaces.
3. Distribute one situation card to each group. Some examples of situation cards can include:
  - » The student from Venus is extroverted, but is often excluded from interactions with others, both during group work and outside class. Is it because he is the only one with green skin?
  - » The student from Jupiter always wears a big hat with bells attached. The hat prevents other students from seeing the blackboard; moreover, whenever she moves, the bells resonate through the room. When questioned about the hat, she replies that it is an integral part of her culture, and that she has no intention to remove it.
  - » The three students from Mars are attentive and diligent during the lesson, but they always sit in the back of the class and talk among each other, with scarce interactions with the others even during group work.
  - » The student from Saturn does not speak much with other students, both during and outside class, and he is often excluded from group work. He is the only student from his planet and feels rather uncomfortable in meeting other people; therefore, he feels lonely and excluded.
  - » The new student from Mercury gets along very well with a local student: the two are becoming good friends and are planning to move together in the same shared flat. However, in class and in the dining hall, one usually sits with other students from Mercury while the other remains with other local students.



4. Ask them to discuss and write down in the first space some reflections on the general situation (socio-cultural issues related to that, what could have gone wrong in class, what could have triggered the situation, what could have escaped the teachers' attention).
5. Ask them to reflect on and write down in the second space some potential ideas/actions to be taken in class/university to improve the situation.
6. Ask them to think of, discuss, and write down in the third space the potential challenges, obstacles, and difficulties in implementing such ideas/actions in class
7. When the participants have finished, the facilitator can ask one participant from each group to recount the story and explain what the group has come up with. The facilitator and the other groups can ask questions or participate in the debate. After having collected all stories, a final debate can ensue, revolving around the experience of the game and the general issues of social inclusion and cultural diversity within universities.

## Tips for reflection / deepening the content

- As a follow-up, participants can reflect on the status of social inclusion and cultural diversity, both in relation to the activity and with reference to the university system as a whole or their own classroom in particular. The discussion on the activity can start with some questions about the participants' feelings on the exercise in general and, more specifically, on their collective process to discuss the different situations, the solution proposed, and the potential challenges encountered.
- Questions can also address real life experiences: in this case, participants may be asked whether they had experienced similar situations in class, how they dealt with them, and whether they would behave differently after the completion of the activity. Participants can then reflect on their own pedagogical methods, in particular whether they have already implemented some ideas to foster social inclusion and cultural diversity in class, or, on the contrary, if they need to improve their awareness on the topic and the strategies to foster social inclusion and cultural diversity.
- The debate can also take into consideration the broader social level: in this case, participants can discuss issues of social inclusion and cultural diversity within society, and the policies to promote them. They can discuss the specificities of certain university systems or countries, highlighting the policies and strategies that work better or that, on the other hand, need to be improved.

# Exercise 5 – All equal all different

## Introduction & Methodology

This exercise aims at critically assessing the formation of prejudices among people, preventing their formation, and developing a more enhanced vision on social and cultural diversity. This will be achieved through buzz groups and debate, which will increase participants' awareness on inclusion and diversity.



### Target group(s)

- Student body
- 8 - 20 people



### Duration

- 60 min



### Requirements / needed material

- Set of cards containing specific ethnic groups (Eastern/Southern European, Chinese, Indian, Northern African, Sub-Saharan African, Hispanic, etc.).

## Learning outcomes

- Reflecting about the role of prejudices in shaping their opinion on other people.

## Instructions

1. Divide participants in groups of 4 - 5 people.
2. Allow one person from each group to pick a card, making sure that they do not belong to the group specified in that card. Allow them to return to their group and show the card to the others.
3. Allow the card holder 1-2 minutes to think about the ethnic role s/he should represent, and all the other participants to think of stereotypical remarks about the category of persons named by that card. The remarks do not necessarily need to reflect the opinions of the group members but may include remarks they may have heard in their family, at school, at work, or in the media.
4. Ask the other members to express, in turn, their remarks to the card holder.
5. Allow the card holder to respond to each of the remarks.
6. When the first round is completed, allow other members, in turn, to pick a card and repeat the exercise with each member of the group, until every group member has impersonated a role.

## Tips for reflection / deepening the content

- As a follow-up, participants can discuss the developments and outcomes of the activity, reflecting not only on their feelings about the exercise but also on the individual and collective process of coming up with stereotypical remarks or, on the contrary, of finding an answer to them.
- The discussion can also be directed towards personal experiences of the participants: in particular, they can debate whether they have ever experienced racist incidents or prejudices at work; what they have done to counteract them; and whether they would have behaved differently if they had done the exercise before. At a later stage, participants can reflect on their or other people's prejudices, and on how such prejudices are constructed in society.
- The discussion can focus on the general process of opinion formation; on the role that culture, politics, or the media have in shaping our opinions; and on the social and political consequences that such opinions might have on other people. Finally, participants can reflect on whether and how their opinion or behaviour has changed during the exercise, as well as on specific ways to counteract the effects of prejudices on the affected people.

# Exercise 6 – Diversity bingo

## Introduction & Methodology

This exercise aims at assessing, preventing, and combating stereotyping, discrimination, and prejudices, raising awareness on the importance of social inclusion and cultural diversity in educational and social contexts. This will be achieved through brainstorming and debate activities, which allows participants to reflect on how prejudices, stereotypes, and discrimination affect opinions and behaviours.



### Target group(s)

- Student body
- Max. 20 people



### Duration

- 90 min



### Requirements / needed material

- Flipchart
- Markers & pens
- 20 'Find a person who' situation cards

## Learning outcomes

- Reflecting about, identifying, and preventing forms of discrimination, stereotyping, and prejudices in the university.
- Raising awareness on the main topic *diversity*.

## Instructions

1. In an initial plenary session, discuss with the participants their ideas about the terms *discrimination*, *prejudice*, and *stereotype*, writing down their answers on the flipchart. The discussion should lead to understanding these definitions as below, providing some examples:
  - » **Prejudice:** A set of preconceived negative beliefs about a group of people that justify the idea that the latter is inferior or unworthy because of their ethnic, religious, national, gender, or class characteristics (e.g. Aboriginal people do not have good work habits).
  - » **Stereotype:** The attribution of negative characteristics or behaviours to a particular group and its individual members (e.g. Aboriginal people are always late and often alcoholics).
  - » **Discrimination:** Any action or behaviour that causes a person to be treated in an unfair, hurtful, and negative way, often because of specific prejudices or stereotypes against them (e.g. an Aboriginal person is not given a job because of their Aboriginal origin).
2. Distribute the situation cards to the different participants. Each card is titled 'Find a person who' and includes potential situations, such as: has a mother who works outside the home; knows how to phone a deaf person; has a family member who immigrated to Europe; hopes to get a job as police officer; knows what to do when someone else tells a joke that makes fun of people; rents the apartment/house in which they live in; can identify food as part of their culture; knows someone who has a disability; learned German as a second language; speaks three or more languages; can identify an Austrian custom or tradition; has an accent; has witnessed an incident of discrimination; is vegetarian; has three or more siblings; has lived in more than three states; knows what Yom Kippur is; has relatives living in another country.



Image: Freepik.com

3. Ask participants to go around the room and find someone to ask one of their questions on the card. If the respondent replies affirmatively, the enquirer should write the respondent's name below that question. Afterwards, the respondent should do the same with the enquirer.
4. Once both participants have replied to each other's questions, allow them to move on to look for other respondents. Participants should collect as many signatures as possible in 10 minutes.
5. At the end of the activity, invite participants in plenary to discuss the different scenarios in relation to the definitions of discrimination, prejudice, and stereotype defined earlier.

## Tips for reflection / deepening the content

- As a follow-up, participants can reflect on the meanings of prejudices, stereotypes, and discrimination, both in relation to the activity and with reference to the university system as a whole. Regarding the activity, participants can elaborate on their feelings about the exercise, discussing the potential difficulties in finding someone corresponding to the different situations, and reflecting on their decision to ask a particular question to a particular participant.
- At a later stage, the discussion can revolve around how student bodies deal with racism in their everyday life: in this case, participants can reflect on whether they have experienced issues of discrimination, prejudice, and stereotype in their work, how they dealt with them, and whether they would behave differently after the completion of the activity. Participants can then reflect on their own way of dealing with such issues, discussing in particular whether they have already implemented some ideas to counteract issues of discrimination, prejudice, and stereotype in their work, or, on the contrary, if they need to change their methods, improve their awareness on the topic, and develop strategies to cope with such issues.
- The debate can also take into consideration the broader university level: in this case, participants can discuss whether their universities have already put in place guidelines or instructions to prevent or deal with discriminatory incidents, whether there is enough space and time within their universities to openly acknowledge and confront such issues, and what can be done to improve the situation.

## Glossary

- **Citizenship:** a highly contested term and a continuously changing practice. Since its first appearance in ancient Greece up until today, it has entailed the provision of certain rights and duties to some members of the political community, while others have been excluded based on arbitrary criteria of class, gender, and race. Thus, the boundaries of in- and exclusion across political communities are continuously contested, defined, and reshaped through negotiations, contestations, and struggles.
- **Cultural identity:** a socio-politically constructed, dynamic, and unbounded process, shaped by social (external) and individual (internal) factors that vary continuously across space and time. From this, it derives the concept of *equality in difference*, i.e., the idea that, despite being divided by socially constructed identities (e.g. national, religious or ethnic aspects), all human beings have something in common among each other.
- **Discrimination:** a structural process through which a given social group is the target of specific forms of social exclusion due to its supposed differentiation from the dominant group in relation to class, race, gender, age, disability, and other characteristics, which may also intersect with each other. Although they reproduce through socio-political discourses and/or institutional practices, these forms of discrimination can also occur on an interpersonal level, they can affect those who are formally included in the social community and can be interiorised even by the members of the discriminated group.
- **Inclusion:** a social process through which an individual/group is included in a predefined group/society. Inclusion can be formal, when the individual/group is included through a legal process that formally recognises their presence and assigns specific rights, but keeps reproducing discriminatory practices against them, or substantial, when the individual/group is included and the forms of discrimination against them are eliminated. Given its complexity, inclusion should be thought of in a relational way, i.e., also through practices of exclusion, privileges, and discrimination.

# References

## Theoretical Background:

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