

We're all the same, aren't we?

This activity deals with social injustices resulting in discrimination against groups and individuals. The activity tracks down social injustices and unequal starting conditions, aims to sensitize, raise awareness and promote empathy. Participants receive role cards and put themselves in their assigned social role. On the basis of questions, a social constellation is created in the space, through which the connections between discrimination and social participation in the space become visible and perceptible. (Source: Landeszentrale für politische Bildung 2017: Politische Bildung in der Grundbildung. Eine Materialsammlung für die Praxis, S. 65-67)

Abstract:

This activity aims to raise awareness of social injustices resulting from different social contexts that are more inclusive or discriminatory.



Picture title

(Source: pixabay.com)

Topic:

Discrimination, racism

Basic skills:

Empathy, reflection

Main factors:

Social injustice, discrimination

Keywords:

Diversity, injustice/discrimination, institutional racism, participation in society

Cost:

low

Duration:

An hour

Rating:

Tick the smiley to remember how much you liked it!



Description of learning outcomes

The learning outcome of this activity is that participants have dealt with very different grounds of discrimination and see what very visible effects these already have in a social constellation.

Skills

With this activity, the participants acquire the ability to assess the interrelationships between

- ▶ Variety and diversity
- ▶ Diversity of opportunity and injustice
- ▶ Injustice and discrimination
- ▶ Social inclusion and participation or danger of lack of participation and exclusion

Competences

The aim of this activity is to help young adults to develop the following skills:

- ▶ Empathy (in social roles and attributions)
- ▶ Competence to reflect in context of social injustice and institutional racism

Knowledge

At the end of this activity, participants will know more about the social characteristics

that lead to inclusion or exclusion, such as

- ▶ Migration background
- ▶ Disability

- ▶ Religious background
- ▶ Sexual orientation

Activity description

Consider the following steps for the development of the activity.

Aren't we all the same?

A social constellation is planned in which everyone is given a social role. All participants stand in front of a line, which is marked with a ribbon at the end of the room. Everyone only knows his own role, but not the role of the others. The moderator formulates questions (see next page). Everyone decides for his role whether the statement applies to him or not. If it applies, he/she may take a step forward. If it does not apply, he/she stops. Thus, according to the statements of the moderator, positions are created in the room where some have moved further forward, others have moved little forward. After the last question everyone sees themselves in the room and looks where the others stand. A snapshot emerges, which is now discussed.

Preparation of activity

To prepare this activity, you need printed role cards (see attachment) and a marked line in the room. The trainer introduces the method and says what the task is: "Each of you gets a card that says who you are. You all stand in a row. I formulate a statement. Whoever thinks that it applies to him in his role is taking a step forward. Who thinks that this does not apply to his role, stops. Then I say the next sentence and so on.... Let's see what happens."

- 1) Decide which roles you want to assign and print them out. Prepare how to present topic, goals and justification.
- 2) Prepare the room: Chair circle and a lot of space for the line up and the start line.
- 3) Make people curious about the social constellation, by which many things can be recognized.

- 4) Prepare a flipchart or metaplan board to record the results.

Implementation of activity

- 1) Make clear what the constellation's task is; make sure everyone knows how the constellation works.
- 2) The participants take a close look at their respective role cards. If they have any questions, they contact the trainer without their role becoming known to the others.
- 3) The participants themselves decide whether they want to take a step forward in the status statements made by the moderator or not. Intervention at this point is avoided.
- 4) In the end, everyone stays in place and only looks around to see how differently the roll carriers have moved.

The discussion takes place in the position that everyone has taken.

Assessment/ evaluation of activity

- 1) The activity was successful when participants wondered why progress was possible in so many different ways or when they show their effect.
- 2) Success is also evident when participants are able to verbalise feelings and express the limitations of different social groups.

Follow up

A good connection is to deal with the question of what human rights are. The access question is: What do you mean, quite spontaneously, what every human being, no matter where he/she lives, no matter how young or old he/she is, must be entitled to in the world?

Methodological tips:

► Role cards:

- Unemployed 18-year-old man with secondary school leaving certificate, mother from Germany, father from Turkey
- 35-year-old nurse, female, single
- 54-year-old wheelchair user, writer
- 26-year-old refugee, single.
- 28-year-old social welfare recipient, female, drug addict
- 17-year-old trainee in a laboratory, speaks Farsi, German & English, illegal residence status
- 45-year-old owner of an Asian business, female, married to Chinese, three children
- 30-year legacy of a company with 350 employees, Berlin, Germany
- 16-year-old student of Egyptian origin with traditional Muslim background, female
- 18-year-old school dropout, pregnant, unmarried
- 18-year-old high school graduate, blind
- 32-year-old woman, married, lesbian, with unfulfilled desire to have children
- 20-year-old woman, HIV-positive, single
- 35-year-old married EDP programmer, female
- 40-year-old homosexual owner of a bookstore
- 32-year-old Serbian Romni, married, three children
- 47-year-old woman, unmarried, suffering from cancer
- 55-year-old baker with flour intolerance and high blood pressure

► Evaluation questions (examples):

- Do you have a permanent accommodation where you can stay for a long time? (Housing situation)
- Can you move freely everywhere, e.g. go on spontaneous trips or travel? (Freedom to travel)
- Do you have a job that satisfies you and where you are recognized by others? (Work)
- Can you walk alone at night? (Security)
- Can you vote in the next election? (Participation)
- Can you call the police in an emergency? (Protection)
- Do you have health insurance and can always get the medical help you need? (Health care)

Evaluation questions (examples))

How did you feel with your assigned role? Does it feel good to be first? What questions were an obstacle to progress? How was the feeling of not being able to progress? Was it new to notice the limitations certain people live with? Why do we rarely perceive such limitations in normal everyday life? What can we change?

Handout for participants

Aren't we all the same?

This game is about justice and injustice. Depending on how "normal" we are, it is easier or harder for us to participate, we are more admired or hostile or overlooked. Let's take a closer look!

Required Material

- ▶ Role cards
- ▶ Questionnaire
- ▶ Flipchart for observations and results
- ▶ Crepe tape or thread for line at end of room

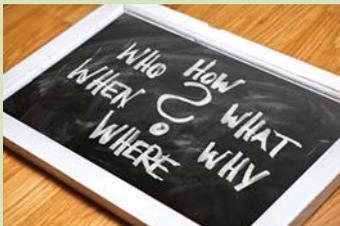


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(Source: lorem ipsum)

Your task:

Get ready for the activity!



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(Source: pixabay.com)

STEP 1

Introduce the participants to the line-up, give everyone a hidden role card, answer participants' questions.

Attention...

The roles should remain secret, everyone knows only his role, not that of the others.

Do it...



Lorem ipsum

(Source: pixabay.com)

STEP 2

As the trainer, say the first sentence loudly and make sure that the participants take a first step or hesitate and stop.

Notes on Step 2

Maybe it is necessary to give a short instruction once again.



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(Source: pixabay.com)

STEP 3

Now say all the sentences you have prepared one after the other and follow attentively how the participants are distributed in the room, what involuntary reactions there are, if there is hesitation, if someone might want to take two steps at once, if someone might change direction.

Notes on Step 3

Now avoid any intervention, but observe carefully, especially emotional impulses are important for the evaluation.

The finish...



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(Source: pixabay.com)

STEP 4

After the last question, ask the participants to stop, but to look around and see where the others stand. If you like, ask some of them why they stand where they stand, what their roles were, and how they got to the position in the room.

Notes on Step 4

Don't forget to end the role play before you start the evaluation.

Then the evaluation should take place in the chair circle. Record your results on the flipchart.

Your Notes: