

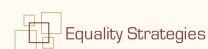
Diversity and Inclusion Blended Learning Course

EXERCICES



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In partnership with:



These exercises and additional materials are part of the Course on Diversity and Inclusion. They are not obligatory to advance in the course but they help you gain a deeper understanding of the concepts.

MODULE 1 – HUMAN DIVERSITY

EXERCISE 1.1

Walk through your workplace, home and/or surrounding areas. Identify 3 scenes/ images of what Diversity is about for you. Take pictures of these images and write a brief description (maximum 2 sentences) explaining your choices. Why do they picture Diversity?

MODULE 2 – UNCONSCIOUS BIAS

EXERCISE 2.1

Let's do an exercise to try to consciously feel our fast brain working.

As you read the features, please place an X cross in the US box or in the THEM Box according to your specific situation.

As we have seen before, in order to ensure efficiency, rapid response or survival we have been programmed to rely on trusting what is familiar and suspecting what we do not know. Let's do an exercise to try to consciously feel our brain working.

For example, if the sentence is "Do not eat meat" place the cross in "THEM" if you do eat meat or in "US" if you do not eat meat. Please do this exercise quickly and without any reflection.

This exercise and its results are private, and no one but you will have access to them.

How do you classify people that:

| | THEM | US |
|-------------------------------|------|----|
| Are catholic | | |
| Receive welfare support | | |
| Have hearing disability | | |
| Vote for right wing parties | | |
| Were adopted | | |
| Are gay | | |
| Have a 1st grade degree | | |
| Are from China | | |
| Are always in a good mood | | |
| Always have to leave on time | | |
| Had a leave for burnout | | |
| Have dark complexion | | |
| Are in their 20's | | |
| Are introverts | | |
| Move with a wheelchair | | |
| Are in their 60's | | |
| Wear a Hijab / Burka | | |
| Are not married | | |
| Work in NGO's | | |
| Are parents | | |
| Wear informal clothes to work | | |

Did you feel your brain quickly placing people in “boxes”? Something like “the same” and “different” or “agree” “disagree”/ “like” “dislike”?

What did you feel taking this exercise?

EXERCISE 2.2

Exercise Video: Optical Illusions

Let's now continue to test our brain through optical illusions. You can see how instantly everyone sees the image that is most common to you – our fast brain is working. Sometimes it really takes a very conscious effort to see the second image – this needs our slow brain to start searching for other images.

12 illusions to test your brain

https://www.youtube.com/watch?v=CYD8zRDaEII&ab_channel=MindOddities

Now think about your day to day. Could some conflicts start just because two people facing the same situation see something different?

Please share your experience with the discussion forum in the Discussion Forum, answering here the question:

- What did you feel doing the exercise?
- Can you tell a story of a situation when 2 people were “seeing” totally different things?

MODULE 3 – RECOGNIZING AND FIGHTING OUR BIASES

EXERCISE 3.1

Please watch the video (<https://www.youtube.com/watch?v=JMQjyRc7eiY>) and after fill in the following sentence with at least 3 times for different types of your own characteristics/traits/life choices:

- I am and....
- I am... and I do not...

Example: I am a mother and I am also a CEO/ I am a woman and I do not want to have children

For further exploration, please watch the following video: [Danger of a single story](#)

EXERCISE 3.2

Please write down situations in which you were a witness or actor in a situation or conversation that revealed unconscious biases.

- How did you feel?
- What did you do?
- Why do you think you did what you did?
- What could have you done differently?

Now, re-write the same situation and what could have been your response/ behaviour.

This is a private exercise that you can keep to yourself. You can share only the results of your reflections in our Forum if you wish.

MODULE 4 – DISCRIMINATION CHAIN

EXERCISE 4.1

Watch the film “**A class divided - blue eyes brown eyes**”. After watching share with us and other participants, your opinion about the movie and how the discrimination chain becomes clear:

- Did any part of the film surprise you?
- How did you feel watching the movie?
- What scene or scenes do you believe you’ll still remember in a month?
What are the reasons?
- Choose one of several examples that the teacher used to demonstrate the children the stereotypes and prejudices
- What does the children’s body language indicate about the impact of discrimination?
- How have negative and positive labels placed on each of the groups become real?

EXERCISE 4.2

This exercise will allow us to identify stereotypes. Nothing better than trying to apply them on ourselves. Click the link and take the test. Share with us how your experience was. You do not need to share the results.

IMPLICIT ASSOCIATION TEST (IAT)

<https://implicit.harvard.edu/implicit/takeatest.html>

MODULE 5 – MICRO-MESSAGES

EXERCISE 5.1

Exploring micro-messages

Please read the following examples and describe why this could be a micro-messages situation:

| EXAMPLE | MICRO-MESSAGES |
|--|----------------|
| A colleague comments "He looks so handsome, I would never say he is gay!" | |
| At a meeting, a 23-year-old intern makes a suggestion that is ignored. An older person makes the same suggestion and it is welcomed. | |
| 2 gardeners are working. One of them has a disability, so the other one keeps helping him with his tasks without being asked to do so. | |
| At a meeting, one person is not allowed to intervene. When she finally does, everyone starts using their laptops and phones. | |
| When the plumber knocks on the door of Veronika's house, and Veronika answers, he asks "Is your boss here? I would like to speak to her" | |
| Someone at the office is telling a joke about Roma people. Everyone laughs. | |
| A Trans person that identifies as a woman, goes to a public office and shows her ID when asked to do so. The public officer insists on calling the person by the birth name stated at the card, although she is clearly not comfortable with it. | |
| A woman is asking someone "did you see my girlfriend?" and the person answers "Did you mean boyfriend?" | |

EXERCISE 5.2

Me and micro-messages

1 Check with a cross if you have ever shown the indicated behavior at your workplace:

- Looking at the phone when talking to someone or during a meeting
- Looking at the computer when talking to someone or during a meeting
- Looking at the clock when talking to someone
- Confuse people's names
- Telling jokes about homosexuals
- Telling jokes about other races
- Telling jokes about women

2 If you have shown any of these behaviors you will probably have already been responsible for some micro-messages.

2.1 Can you remember any particular situation?

2.2 Imagine you're in the shoes of someone else. What do you think you'd feel?

2.3 Is there anything you're going to stop doing?

3 Have you ever felt victim of any micro-messages?

3.1 What did you feel?

3.2 What have you done?

3.3 Is there anything you would have done differently?

MODULE 6 – CONCLUSION

EXERCISE 6.1

“The others”

Think about a group of people towards which you have a prejudice. For example, let's imagine you have some kind of prejudice regarding doctors. Next, ask yourself the following questions:

1 How did I form this idea?

2 Have I had any contact with this group? If yes, list all experiences that could have marked/ tailored your idea about this group.

- 3 What do people around me think about this group? Do they agree with me? What have they been saying or passing on to me about the group? Has this had any influence on the way I think?
- 4 Do I know any people from this group that does not “fit in the box”? Why are they different from the rest of the group? If you had any experiences with people from this group that contradict the stereotype, list these experiences.
- 5 Do I know of people with a different opinion about this group? If yes, talk to them, try to listen to their views.
- 6 Have I ever had a conversation with people from this group? Did I find something in common? What was it?
- 7 If I did not have a conversation with anyone from the group, why is that? What is keeping me from doing it?
- 8 Do I feel I have lack of information about this group? Where and how can I get some reliable information?

EXERCISE 6.2

Improbable Encounters

- 1 Try to watch movies, read books and articles with different visions about the groups you wish to get to know better. Try and find different perspectives and stories written by people that belong to the group. Sharpen your curiosity!
- 2 Get closer to an NGO that works with the subject and try to obtain more information. What is their collective story? Which are the cultural factors to be aware of? What are the challenges they face regarding inclusion?
- 3 If you feel ready, when the occasion presents itself, promote honest and open conversations with members of this group. Try to listen without judgement, weigh your words before asking questions and try to understand their vision and points of view. Remember, you do not have to agree in order to respect!
- 4 Do not forget, each person is unique and can have multiple identities. Even when they feel they belong to a group, it does not mean they represent everyone from this group. Certainly there are multiple perspectives inside each group! For example, there are doctors that also use alternative medicine methods and are still doctors.
- 5 Did your idea about this group change in any way? If yes, what changed? What made the difference?

**You can repeat this exercise the times
you wish and everytime you feel the need!
We wish you marvelous conversations!**