

CLARO 'ED!

TACKLING INVISIBLE DISCRIMINATION



PROJECT RESULTS



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PROJECT RESULTS



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INTANGIBLE RESULTS

CLARO'ED! is the final steps of a learning and empowering process that started two years ago, in the framework of our project CLARO! – Challenge Labels and Appearance...Reach Out!, supported by Erasmus+ Programme and the Portuguese institution IPDJ.

The project itself is finished – therefore the «'ed» in the title – but we know our action in this field is not over, as inclusion is far from being a reality in our local communities. We are committed to this topic as it has never been so relevant to stress that inclusion can be put into jeopardy by attitudes or figures of speech that can seem innocent at first sight, but that are insidious. That's the nature of invisible discrimination: it takes victims, even though most of the time we can't pinpoint the perpetrator. Hidden behind good intentions, invisible discrimination hinders a healthy interaction between humans and cultures, as it passively and consistently increases the gap between speakers.

In this booklet we aim to bring light to our project, explain our process and share our results. Mostly, we want to ignite action in the field of social inclusion and youth by providing practical methods to address the issue of invisible discrimination, microaggressions and stereotypes that can be used by any youth worker, anywhere.

Therefore this book is organized as follows: in the first chapter, we present our project and its place in the Erasmus+ Programme framework; in the second chapter we share, in detail, the methods created during CLARO! and how to implement them. Finally, in the last chapter, we will present the intangible project results, in the voice of participants and group leaders alike.

This is our small contribution to a reality that most of the times gets unnoticed, therefore unaddressed. Invisible discrimination is around us, shape the way we interact with others, even with those that at the first glance we recognise as being «one of our own». Unless we recognize that we act based on shared stereotypes, spoon fed to us since childhood by our family, school, media and art; that we tend to generalize individualized experiences with people that are different from us; Unless we accept these factors, we will not be able to take the first step in creating a safe and balanced space to discuss – eye to eye – a society suitable to all of us, no matter our origin, present or future prospects. In the words of Gordon Allport, «People who are aware of, and ashamed of their prejudices are well on the road to eliminating them.»

INTRO



COMMON NEEDS DIFFERENT COUNTRIES

OUR PARTNERS

CLARO! could not have happened without the active involvement of the organizations that were part of this consortium.

In fact, a few realities brought us together and dictated our commitment to both this issue and this project:

a) All organizations are active in the field of youth and understand that true social change is –and always will be – a work in progress. Therefore, it is essential that youth organizations are constantly updated in their methods in order to provide quality support services to youth;

b) All organizations come from communities in which there are social tensions between majority and minority groups (Roma, refugees or Kurdish, for instance). Although problems arise from this tension, this issue is never tackled within the mainstream group standpoint.

c) All organizations aim to promote an active participation of young people in social and democratic issues and they are aware that participation must come from a place of concrete knowledge, experience and peer discussion, which are the basis of non-formal education.



CAAB

Aguada de Baixo, Portugal



A youth association from the small rural village of Aguada de Baixo, Portugal that focus on holistic development of children and young people (6-25) by means of non formal education. As project managers, they started this project taking into account the needs of their youth and local community. In fact, the community of Aguada de Baixo has a tense and somehow distant relation with a small Roma community that lives segregated within the village limits.



EYCB

Břeclav , Czech Republic



European Youth Centre Břeclav z.s. is an active young NGO focusing on the programme Erasmus+: Youth in Action in rural area of the Czech Republic, where the unemployment is very high, and the youth unemployment is rocketing. Moreover the town of Břeclav has a large Roma minority and they therefore cooperate with the Roma NGO, offering Roma youth educational opportunities through the ERASMUS+.



Youth Empowerment Center

Thessaloniki, Greece



A NGO targeting on implementing quality youth work in local level, while creating space and opportunities for every young person to express and develop themselves according to their needs, with respect on diversity of others. They work directly with youngsters aged 17-25 and most of them are members of low income and social excluded families, with immigrant or refugee background mainly.



BVB Knowledge and Skill Association

Nigde, Turkey



This NGO aims to help increase the knowledge and skills of every individuals. They believe that it is very important to help people maintain their personal and professional development because the way of being a producing country and society is by increasing the capacities of individuals. There's a huge number of refugees (mostly from Syria, Iraq and Iran), Roma and Kurdish people that are discriminated against in their community.

WHY IS CLARO! RELEVANT ?



Invisible discrimination may be invisible but it is not transparent.

One of the biggest European challenges nowadays is related to the peaceful dialogue between different cultures, mainly those coexisting in the same space.

In fact this dialogue is often problematic, for mostly ethnic groups, refugees and migrants who, in any territory, as a minority, are given a lower and weakened space in the dialogue, being expected of them that they make the whole effort of «including» themselves.

However, the concept of **Inclusion transcends the focus on the individual**, requiring from society and institutions a self-analysis directed to action, which allows them to accept their flaws, review their structures and their behaviours that prevent the development of a more inclusive and comprehensive society, promotor of inclusion and equality.

This self-analysis – in personal and social terms – translates into the ability of identifying not only discriminatory behaviours which are clearly censored in society, but, above all, invisible racism, due to its veiled and socially normalized nature. Invisible racism translates into harmful behaviours (microaggressions) that, although rooted in the same discriminatory mentality, are considered normal

and acceptable in society, as they are ambiguous, brief and frequent, whose consequences seem insignificant at first. In fact, it is these behaviours that make honest dialogue, cooperation and inclusion difficult and often impossible.

Thus, **it is essential to act within the dominant culture** so that inclusion and dialogue between peers are assumed on an equal footing, eye to eye. It is not enough for official discourse to be inclusive when in reality, in everyday life, in spontaneous interactions, veiled discrimination remains.

It is important to train youth workers and institutions – with knowledge, tools and strategies – to act in their community among young people and to assume themselves as **actors of change**; it is essential that young people understand their behaviour in relation to diversity and how it often contradict their discourse and promote micro-aggressions. Only through this double intervention, we believe that we are capable of promoting social change in our society: through the conscious, intervening and denouncing role of both social institutions and youth.

Microaggressions may seem invisible at a first glance. However, little by little, they build walls and affect the individuals' perception of their own self, the value of their voice and their sense of belonging to a community.

CLARO! IN ERASMUS+ FRAMEWORK

Due to its relevancy in the field of Youth and our proposal to capacitate and sensitize both associations (through their youth workers) and young people, CLARO! was supported by the European programme Erasmus+ in the field of Youth.

It is undeniable the reach of Erasmus+ within the European society by giving the chance of formal, non formal and informal partners, of both the educational, labour and youth sector, to get involved by working towards the same goals. In fact, according to the Programme Guide, education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

CLARO! is a Key Action 1 project (Learning Mobility of Individuals) with mixed mobility of both youth workers and young people.

Erasmus+ defends that by supporting the mobility of young people and the cooperation of youth workers and organizations active in the field, the acquired knowledge, skills and

competences won't only benefit the individuals and involved organizations, but also benefit the society at large by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond. Therefore, CLARO!, with its multidimension intervention, goes in line with this belief, as we understand that we can reach further in the community by involving both youth and youth workers.

Do you want to know more about Erasmus+ Programme and its opportunities for all sectors? Check out their website or contact your National Agency directly.



Erasmus+

Changing Lives and
Opening Minds



OBJECTIVES



EMPOWER youth professionals and young people to become **ACTORS OF CHANGE** towards tolerance, acceptance and interpersonal and cultural dialogue.



PROMOTE a clear knowledge of concepts such as **microaggressions** and **invisible discrimination** taking into account real examples in everyday life.



CLARIFY how invisible racism/discrimination is present in everyday life and hinders social justice and dialogue.



CREATE, IMPLEMENT and **EVALUATE** methodologies that tackle the issue of invisible racism, microaggressions and youth action in social change.

TARGET GROUPS

In order to achieve these objectives, we designed different activities aimed at our 2 main target groups: youth workers and young people. By facing each target group as a piece of a puzzle, valuable on its own, we managed to empower, sensitize and instigate change in our community – our final puzzle. In order to reach our communities at large, we focused on the multiplying effect of our project: by empowering our youth workers and young people to be actors of change, we gave them tools to act in the field, among friends and family; by creating this booklet, we reached out to YOU to also be part of the solution and implement these methods with your group of young people; by helping YE participants in implementing a non formal education activity in each of their communities after the mobility, we gave visibility to the topic of invisible discrimination .



Training Course
Youth Workers
> 18 y.o.

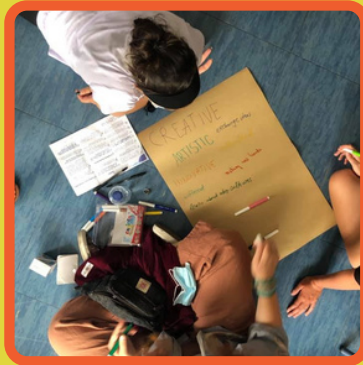


Youth Mobility
Young People
14 -20 y.o.

CLARO! STEP BY STEP

Activity 1

Training Course on Invisible Racism;
24 youth workers
Águeda, Portugal
18th -22nd, July, 2021



Activity 2

Local implementation and evaluation
of the **methods** with young people;
August- December, 2021



Activity 3

Advance Planning Visit;
15th and 16th, October, 2021
Thessaloniki, Greece



Activity 4

Youth Exchange on the topic of invisible
discrimination and youth active citizenship;
40 young people + 8 group leaders;
18th - 22nd, December, 2021
Thessaloniki, Greece



Activity 5

Local event in each community,
organized by young people in
order to multiply the effects of
CLARO!;





CLARO! NON FORMAL EDUCATIONAL METHODS

CREATED BY YOUTH
WORKERS, OPTIMIZED
BY YOUTH IN PRACTICE



NEW METHODS, SAME OBJECTIVES



Social wellbeing, personal growth and acceptance of difference cannot be dissociated from *youth work*. Although the objectives remain the same, we hope we bring new ways of tackling the issue of discrimination that anyone, anywhere can use.

During the 1st project mobility, the Training Course, participants (youth workers and volunteers) got practical training on the topics on the project (microaggression, stereotypes, and invisible discrimination), as well as on how to create and implement methods based on non-formal education (focus was given to learning potential, debriefing, Kolbe's learning cycle, objectives, group building and safety, for instance).

In fact, participants had the opportunity to share beforehand their local context and target-groups, which were essential for the creation of these methods, as they were the starting point for the creative part of the TC. The activities aim to address

the issue of stereotyping, invisible discrimination and inclusion by means of group work, discussion, creativity and self-expression with young people.

Nevertheless, these methods can be used – maybe with little to no adjustment – with younger adults, adults and the elderly. They can also be used with children, but the majority of them will need major adaptations to fit this target group.

In this part, we will present **4 main methods**, created in the TC and optimized by young people during local sessions: *Story Telling* (created by the Czech group), *Connecting the Dots* (created by the Portuguese group), *Integration with Art* (created by the Turkish group) and *Masks Off* (created by the Greek group). We are also going to present some *variations of the main methods* that – from the same starting point – give different twists and turns to the original activities.

This is no longer ours. Feel free to use, adapt, change completely or criticize these methods, as they are now part of your toolbox to address the issue of discrimination in your local community.





Story Telling

CZECH ORIGINAL METHOD

SUMMARY

Participants read half of the personal story of someone from a group that is generally target of discrimination by their mainstream society (Roma, Muslim, LBGTO+, ... it depends on the group that you are working with). They are then asked to imagine the rest of the life story of the person. Finally they are confronted with the second part of the real life story and compare it with the ones they've created. During the debriefing, they reflect on how the way they imagined the second part portrays their own prejudices towards a given group, ethnicity or culture.

OBJECTIVES

 Spread awareness about own stereotypes and prejudices;

 Understand how stereotypes and prejudices affect our everyday interactions;



10 participants

RESOURCES/MATERIAL NEEDED

- Paper, pen, copy of the first part of the personal story for each participant;
- 1 facilitator;



If possible, invite the person to which the personal story belongs. If not possible, a photo (so that participants can connect more deeply to it) and the copy of the second part of the story. Alternatively, you can also record a video beforehand with the person telling their own story (it should also be divided in two different parts). In attachment, there's an example of a testimony, in case there's not a storyteller available.


TIME FRAME




30 min for introduction: Facilitator state that they are going to read or listen to the first part of the life story of a real person and the participants' objective is to finish it individually. Facilitator then show or read the first part of the story;










20 min for story: Participants, individually, continue the life story they were presented;

 **20 min** for sharing results: Participants should not read but just share the main events they imagined that happened after the end of the known story.

 **10 min** for confrontation: Participants are shown the 2nd part of the real story;

 **60 min** Debriefing;

DEBRIEFING QUESTIONS

-  How do you feel after hearing the complete story?
-  What has surprised you the most?
-  What was the biggest difference between yours and the real story?
-  Why do you think there were such differences?
-  How can you translate this experience into everyday real life situations?
-  Do you know any similar situation in which somebody was judged by other people's bias and not by their own personality?
-  How is this experience change your attitude in life?

Annexes

Suggestion of testimony: Marlon Peterson

1st part of Story

My name is Marlon Peterson, I grew up in Brooklyn.

My parents are from Trinidad and Tobago, the southernmost island in the Caribbean. Trinidad is also home to the only acoustic instrument invented in the 20th century: the steel pan. Deriving from the African drums and evolving from the genius of one of the ghettos in Trinidad, a city called Laventille, and the disregard of the American military ... Well, I should tell you, America, during WWII, had military bases set up in Trinidad, and when the war ended, they left the island littered with empty oil drums -- their trash.

We lived in a ghetto community in Brooklyn. In my community, guns are easier to get than sneakers. Everybody got a gun. In the beginning I was a nerdy student, but at 14 I changed drastically: I was badly beaten up and months after that I was raped at gunpoint. So things shifted: I didn't want to be the prey, I want to be around the people doing the preying.



In a fateful day in October 1999, twelve days before my 20th birthday, I was arrested for my role in a violent robbery attempt in lower Manhattan. While people were sitting in a coffee shop, four people were shot. Two were killed. Five of us were arrested. We were all the products of Trinidad and Tobago. We were the "bad immigrants," or the "anchor babies" that Trump and millions of Americans easily malign. I was discarded, like waste material -- and justifiably so to many. I was convicted for second degree murder and attempted robbery and assault. From the 12 years of my sentence, I eventually served 10 years, two months and seven days of a prison sentence. I was sentenced to a decade of punishment in a correctional institution. I was sentenced to irrelevance -- the opposite of humanity.

2nd part of Story

I was released from prison in December 2009 but even before that I began to change. I co-designed with a friend who was a teacher at a middle school in Brooklyn the «Young Scholars Program»: a mentoring correspondence program between kids from school and inmates. Every time those young people shared their stories with me, their struggles, every time they drew a picture of their favorite cartoon character and sent it to me, every time they said they depended on my letters or my words of advice, it boosted my sense of worthiness. It gave me a sense of what I could contribute to this planet. It transformed my life.

During my sentence I earned an Associates Degree in Criminal Justice with Honors and I spent the last five years of my incarceration helping creating programming and curricula for men nearing release from incarceration. Since then I've graduated from New York University with a Bachelors of Science with a concentration on Organizational Behavior. I am part of many, many non-profit organizations and I've helped design and implement many youth empowerment programs.

I'm the president and founder a social justice consulting firm, «The Precedential Group». I am dedicated to end gun violence, increase community safety in NYC and promote criminal rehabilitation.



After the debriefing, it is advisable to show his [TED talk](#), in which he speaks about his own life experience and how prisoners are commonly view as irrelevant. (7min TED TALK, with subtitles available in many languages)



Fill the Gap

VARIATION OF «STORY TELLING»

SUMMARY

Participants are given an overview of the personal life story of someone from a group that is target of discrimination by their mainstream society (Roma, Muslim, LGBTQ+, ... it depends on the group that you are working with). They are then asked to imagine the life story of the person by answering a few guideline questions. Finally they are confronted with the real life story and compare it with the ones they've created. During the debriefing, they reflect on how the way they imagined the story portrays their own prejudices towards a given group, ethnicity or culture or, on the other hand, how their story shows their willingness to hide it. Only after recognizing that we have stereotypes is that we can truly fight them. Awareness is power.

OBJECTIVES



Spread awareness about stereotypes and prejudices;



Understand how stereotypes originates from generalization of single experiences;



Participants should be divided in small groups of maximum 4 elements.

RESOURCES/MATERIAL NEEDED

- Paper and pen for each group;
- 1 facilitator (ideally, 2);



If possible, invite the person to which the personal story belongs. If not possible, provide a photo (so that participants can connect more deeply to it) while presenting the real story in the end. Alternatively, you can also record a video beforehand with the person telling their own story to show during Debriefing. In attachment, there's an example of a testimony, in case there's not a storyteller available.

TIME FRAME



10 min for introduction: Facilitator should divide participants in groups and explain the activity: each group should build the story of a real person by following the guidelines and by using their own experiences and imagination; After the conclusion of the story, each group will present their story and talk about their group dynamic and how hard or easy it was to achieve a consensus;



5 min for common starting point: facilitator tells the starting point of the story, that all groups should respect while building their story. If needed, the starting point should be repeated, so that it is clear;

Starting Point:

1. The person is a Roma man;
2. As a young adult he earned a lot of money and was considered very rich (drove high end cars, had money to do whatever he wanted);
3. He would frequently invest a bit of his money in first necessity goods that he would give to his Roma community. Whenever people needed something, they would talk to him.



50 min for each guideline given, groups will have 10 min to work on their piece of story. They should write in detail the answer to each guideline;

Guideline Questions:

- a) Which values guide this person's life?
- b) How does he earn his money?
- c) One day something happens. What happened?
- d) How did it change his life?
- e) What is up to him now?




5 min: Each group share the story they've created as well as their group dynamic during the process;



60 min: Debriefing;


DEBRIEFING QUESTIONS


 How did you feel while building this character's life story?


 Which similarities or differences can you point out between these stories?

 Which stereotypes can you recognize in these stories?

**** Facilitator tells the real story ****

 What surprised you the most in the real story of this person?

 How similar or different were your stories in relation to reality? Why weren't you able to get to the real story?

 Were your stories «better» or «worse» than the real one? Why do you think it was like that?

How can you translate this experience into everyday real life situations or your own attitude?

Annexes

Suggestion of testimony: Júlio (63 y.o. as in 2021)

In his early adulthood he was one of the major drug dealers of the region. He was really rich and He would frequently fill in grocery carts and give them to their community, to help them survive and have the bare minimum. One day he got arrested for drug trafficking. He spent 10 years in prison and his son and daughter in law were also arrested. When he got out, he understood that his grandson was growing up without any «father» figure and that both he and other relatives were also getting into the life of crime. («I got out of prison with nothing and I saw my grandchildren without anything, not even a house»)

He decided that he wanted change as he didn't want his grandchildren to have the same life as he had. He want them to be different, to have an opportunity.

As the patriarch of his community (being the oldest male), he is respected and heard by all younger generations. He guarantees that the Roma from his community isn't involved at the moment in any drug activity.

«I sold drugs, I didn't even know how much money I had. I had it all, new Mercedes...today I live in the old Stable, I only have the social support money but I am happier. I was always looking around me, the police would be always breathing on my neck, invading my house.»

Nowadays he is part of an Association built by Roma and other people from this village that wanted to cooperate in order to improve the lives of all people, no matter their ethnicity or culture. He is responsible for guiding the first steps of Roma young people in the labour market, being the person that help them learn how to have a proper work conduct.



After the debriefing, it is advisable to show Chimamanda Ngozi Adichie [TED talk](#), [The Danger of a Single Story](#). This video is a great tool to approach the issue of generalization, microaggressions and the origin of stereotypes (personal experiences, media, for instance). (18min TED TALK, with subtitles available in many languages)





Connecting the Dots



PORTUGUESE ORIGINAL METHOD

SUMMARY

Participants have to build a connection between 2 given points using the material given. However only one of the groups will be successful doing so (the first group), as they will have the needed pieces to cover the distance and all the pieces connect to each other.

During the debriefing it should be addressed the challenge of connecting all the dots and how that connection is essential to build a fulfilling society. Without the contribution of all its members, it's impossible to build a society that takes into account everybody's needs and that addresses all social issues. Participants should realize during the debriefing the meaning of the pieces that do not connect: they represent the microaggressions, the intolerance, the violence that permeates a society and that does not allow the connection to happen.

OBJECTIVES

-  Promote inclusion and social responsibility;
-  Understand the challenge and the power of a multicultural society;



3 groups of 3 to 5 members each;

If there's the need of more groups, facilitators should adapt the distribution of the pieces, so that just one group is able to build the structure. For instance, the 4th group can have a lack of blue pieces and the 5th group can lack the red pieces.

RESOURCES/MATERIAL NEEDED

- Lego Pieces (many from the same set, a few from a different set that DOES NOT fit the others);
- Tables;
- Separate spaces for each team;

TIME FRAME



5 min for creating the groups and giving instructions;

Instructions:

1. Participants should build a structure that connects point A to point B (moving the tables is not allowed);
2. Participants have to use all the given material. They cannot use any other material besides the one given;
3. Guide each group to their working space and inform them that they will have 20 minutes to discuss and build the connection between the dots.



20 min of group work;



5 min for touring the constructions with the participants. They should observe all constructions without speaking, as they will comment them during debriefing;



60 min: Debriefing;

DEBRIEFING QUESTIONS



How did you feel while building the structures?



What was your common objective?



Which one is your structure? What difficulties did you have while building your creation?

Explain the group strategy/ process.



Which similarities can you see between all structures?



Why do you think the colours are different? What do you think they means?



Which colour did the different pieces (that didn't fit) have?



What do you think the different pieces mean?



How do you think it can translate to real life.

PREVIOUS PREPARATION NEEDED!

- Each group should be in a **different** space/room, so that they cannot see each other's progress. It is suggested the presence of a facilitator in each room to make sure the tables are not moved and to boost the group's spirit, whenever they get frustrated and want to give up;
- Each room should have **2 tables**: on the first table there should be written «point A» and on the second table there should be a «point B». «Point A» should be written in a smaller or weaker or uglier font, while «Point B» should be written in a more advanced font. That difference should represent that society always tries to evolve and that evolution is only possible through diversity and social cohesion.

- The tables should be separated according to the **number of LEGO pieces** given to the first group. Only the first group, using all the pieces will be able to connect the points. Therefore, the distance between their tables should be recreated in the other groups.
- It is essential that facilitator try beforehand the construction and **define the correct distance** and the pieces needed to successfully build the connection (correct number of pieces given only to the first group);
- **Separate** the materials and put them on the working rooms (a room for each group):
 - 1st group gets all the needed pieces (1/2 red; 1/4 yellow, 1/6 blue, 1/6 white);
 - 2nd group doesn't get the yellow pieces;
 - 3rd group gets 1/2 red, 1/4 yellow, 1/6 blue and 1/6 white **HOWEVER** 1 piece of each colour is from a different set (pieces that does not fit the others);








Integration with Art

TURKISH ORIGINAL METHOD

SUMMARY

By creating a statue of a new superhero with recycling materials, participants of different/clashing cultures or backgrounds will reflect on the characteristics of a super hero and develop empathy towards others. Besides an environmental conscience, participants are also expected to develop social and interpersonal skills by working together to achieve a common goal.

OBJECTIVES

-  Develop empathy towards different cultural groups;
-  Promote reflection and sharing among young people from different groups;
-  Promote cooperation between people from different backgrounds;



Minimum 5 participants to create at least a group;
Age group: younger teens / children;

RESOURCES/MATERIAL NEEDED

- 4 Recyclable materials (for example: water bottles, used photocopies, old magazines and newspapers,...);
- 4 Glue;
- 4 Markers;
- 4 Scissors;
- 4 Any extra material needed;


TIME FRAME





5 min Ice breaker activities and name games activities aiming to let participants get to know each other;



5 min Brief sharing among participants about their favourite super-heroes and the reason why they admire them;

 **10 min** Form groups of similar size with participants from different backgrounds and explain their first task: create a name for their new super hero and decide on their characteristics/ powers;

 **10 min** Address the issue of sustainable usage of materials by means of recycling and reusing and inform them that the whole activity is going to be developed with reused materials;

 **5 min** Explain to them their main task: as a group, they should agree on a new super hero and they should build a statue of it, by using the recycling materials provided to them;



Bear in mind that each group should have the same quantity and type of recyclable materials. Taking into consideration the material they have at their disposal, the facilitator should give common guidelines in relation to the height of the statue and the time available for the construction.



25 min Building Phase;

Taking into account that groups are formed with participants from different cultures, facilitators should be prepared for any conflict that may arise and address it before it escalates. It is essential to establish the rules of a safe environment beforehand with the input of participants, so that everybody understands what is and is not accepted during activities.



10 min Preparation of the presentation of their statue and division of tasks;



20 min Each group presents their statue and how it represents their chosen super hero. Facilitator could also ask each group to state their main difficulties in relation to the planning, building and group work.



60 min: Debriefing;

DEBRIEFING QUESTIONS



How did you feel during this activity?



How did you choose the common characteristics for your super hero?



How it was working with people that you didn't know beforehand?



What was the hardest part? And the easiest part?



How do you think you could do better in a similar task in the future?



Who are the superheroes in your own lives? What are the similarities and differences?






Villains vs. Heroes

VARIATION OF «INTEGRATION WITH ART»

SUMMARY

By creating a statue of a new superhero or villain, participants reflect on the representation of superheroes and villains in mass media. Participants are expected to reflect on invisible discrimination against people with different physical traits (scars, birth marks,...).

OBJECTIVES

-  Understand the role of media in building stereotypes and prejudices ;
-  Recognize invisible discrimination in everyday life;
-  Understand there's a lack of representation in art and media in general;



Groups of 3 or 4 participants.
Maximum 20 participants.

RESOURCES/MATERIAL NEEDED

- Colourful plasticine / play dough in similar quantities for each group ;
- matchsticks;
- Small papers with «Villain» or «Hero» for each group to pick;
- PC and speakers to show video after debriefing;


TIME FRAME




5 min Instructions


- 1.** In groups, they are expected to build in plasticine a Super Hero or a Super Villain (according to the paper they blindly pick) that haven't been invented yet;
- 2.** Their figurine should have the maximum detail, so that we can understand its role as Super Villain or Super Hero;
- 3.** They will have 45min to build their character, imagine their superpower and backstory (they don't need to write it down);


4. At the 15min mark, they will have the possibility of exchanging materials, if they like, in a neutral place. Only 1 person per group participate in the exchange;
5. At the end of the 45min, each group will share their character and the audience should guess if it is a villain or a hero.

 **45 min** Building their figurine;

Bear in mind that each group should have the same quantity of each colour of the plasticine. That way, in case they want to use a given colour to their whole figurine, they will need to discuss it with other groups. In this situation, simbology of each colour can also be discussed in debriefing






 Moreover, we suggest each group work in different rooms so that they don't influence each other's creation process.

 **5 min** to exchange materials 15 min after starting the building phase. Groups can choose to change or not the materials. In case they need more plasticine of a given colour, this is the opportunity to get the material they need.





 **15 min** The groups present their figurine, as well as the superpower and the backstory they invisioned;

 **60 min:** Debriefing;

DEBRIEFING QUESTIONS

-  How did you feel building your character?
-  What was the hardest part (backstory, superpower, building it,...)?
-  Did the exchange period helped you in any way?
-  Is there something in common between the heroes and the villains that you've built? Can you list common physical atributes to each type of character?
-  Do you think there's a sterotype behind your personal concepts of hero or villain? Where does it come from?

**** Facilitator shows the video of the campaign [«I'm Not your Villain»](#)****

-  What problem do this people point out in media representation?
-  How does it affect their daily life?
-  Have you ever thought about this specific type of invisible discrimination?
-  What can you relate this video with the figurines that you've just built?

[Check out the website of the campaign too!](#)






Masks Off!

GREEK ORIGINAL METHOD

SUMMARY

In a simulation exercise, participants are presented with different scenarios, in which they have to act according to the role («mask») they were assigned to. It is expected that participants become aware of their own prejudices by the way they react to a given situation.

OBJECTIVES

-  Promote self-awareness in relation to own prejudices in relation to LGBTQ+, Roma, people with disabilities among others;
-  Promote a better understanding on invisible discrimination and microaggressions;
-  Understanding that situations are the result of interactions between multiple perspectives;



20 participants maximum (so that facilitators can observe the different interactions and reactions of participants). Facilitators should agree beforehand which participants they are going to observe during the simulation. It is important to notice that at least 2 facilitators are going to perform a mask during each scenario.

Age group: above 18 years old;

RESOURCES/MATERIAL NEEDED

- A space (inside or outside) decorated according to the scenario at work. This space should give participants the privacy to perform their «masks» without outsiders' interference.
- The «masks» – papers with the description of the role they should act;
- Props to give life to the scenarios (train scenario and club scenario);
- Facilitators (number depends on the group size);

TIME FRAME



10 min for explaining the activity;

Instructions:

1. Explain participants they are going to be part of a simulation and that they will receive a «mask» which they should wear throughout the activity. It means that they should behave according to the «mask» they receive and react to situations that are being developed. Those «masks» are certain behaviours, beliefs and position in life that people adopt. Reinforce that they should keep their mask a secret and they shouldn't share their mask with any other participant.
2. Alongside with their «mask», some participants are going to receive situations that they will have to play out whenever they feel the timing is right. Be clear that they can decide when to perform those situations but these situations need to happen so that the simulation can advance.



30 min to get into character: You can guide this process by making questions such as: What's your name? How old are you? What do you do for living? What do you do to have fun? Have you got children? Are you married? How is your circle of friends? Are you rich or poor? Are you happy with your life? Why? What do you believe in? Are you religious? How religious are you? What is your opinion about your country/society? How do you feel about social issues such as gender identity or sexual orientation? Which values guide your life? ;



By answering these questions to themselves (they shouldn't share the answers within the group), they should be able to build a clear image of their character in their head. In case they feel the need, allow them to search the web for clarification on any concept or behaviour. In case it is available and the participants agree, they could even dress up as their character.



up to 45min for the simulation activity into character: Facilitators should decide when the activity has reached its purpose after all situations have been carried out.



5min help participants take off their masks slowly, with a few physical movements or visualization exercise.



60min Debriefing.

DEBRIEFING QUESTIONS



How did this activity make you feel?










How was the process of creating your character? Would any of you like to share their character's personal story as they envisioned it?



How difficult it was for you to act according to your mask? Why?



How did you make your mask visible during the simulation? What kind of behaviours, accessories you used to do so? In what did you base these choices?

-  How did people react to your mask? How did you feel?
-  Which situation struck with you the most? Why?
-  Can you identify microaggressions that were into play?
-  Have you felt victim of any microaggression during this simulation? Did anyone tried to intervene? How? Did it make it better or worse?
-  If you didn't intervene: Why? Did your interpretation of your mask didn't allow you to?
-  Why couldn't your character act against a specific type of discrimination?
-  Have you ever seen any similar situation in real life? Did you intervene? Why? Did somebody intervene?



In case participants choose to have props during the simulation in order to be better recognise, facilitators should also address their choices. Why have you chosen to dress that way? Was there a common stereotype behind those choices?

PREVIOUS PREPARATION NEEDED!

- Have the scenario prepared before the arrival of participants. In case it is the train, line up chairs, have train sound effects playing... In case of the club, have lights, a fake DJ, drinks (it is better if they are non-alcoholic, so they don't lose focus), for instance. Be creative and create the most real environment you can. If possible arrange the scenario in another room, so that participants join the scenario only when they are prepared to start the simulation.
- Bear in mind that you can choose to do both or only one of the scenarios after you have a clear view of the group of participants that you're working with. Some masks can be changed to better fit the group you're facilitating this activity to.

Annexes

1. Scenarios:

1.1 Train Scenario:

- Assigned role for 2 facilitators: driver; ticket inspector
- Situations that are foreseen in some of the masks (but can be different, according to participants' reaction to their mask):

1. A person on a wheelchair tries to get on the train and the driver comes to help them, taking much time to leave from the station;
2. An old woman is sitting and an Arab person sits next to her and she changes her seat showing her disturbance;
3. A lesbian woman tries to buy a family ticket for her wife and child but the inspector doesn't give it to her because he/she doesn't consider them a family;
4. A white fascist is talking on their mobile phone and they are commenting on the other passengers in a passive aggressive way;
5. A black guy who carries many things is standing up to offer his seat to an old man and the old man doesn't want to sit where the black guy was sitting;
6. An Erasmus student tries to buy her ticket but the inspector doesn't speak English and the old man starts to shout at her to speak their mother tongue [insert national language of the country of majority of participants] since she is in their country.

1.2 Club Scenario:

- Assigned role for 3 facilitators: Bartender, DJ and Bouncer
- Situations that are foreseen in some of the masks:
 1. A gay couple is discriminated against for being in a relationship;
 2. A transgender woman goes to the women's toilet and a white cis-gender customer doesn't let her in and tells her to go to the men's toilet;
 3. A Roma man tries to enter the bar and the bouncer doesn't let him in;
 4. A black woman enters the bar and goes to order but the bartender thinks that she is the cleaning lady so he gives her the mop to clean;
 5. A deaf-mute person tries to order using sign language and the bartender doesn't understand;
 6. lesbian woman is dancing and starts to flirt with the transgender woman;
 7. A Roma guy is sitting at the bar waiting for his girlfriend and no one wants to sit next to him, they (try to) order and leave fast from him while checking that their things are not stolen;
 8. An entitled white woman starts complaining to the bouncer that he lets these people enter the bar.

2. Masks to be given to participants:

<p>A person in a wheelchair (in the train scenario, you should try to enter the train that is not wheelchair accessible);</p>	<p>Old woman that discriminates against different cultures, especially eastern ones (in the train scenario, an Arab person will sit next to you. Act accordingly.)</p>	<p>Lesbian woman (in the train scenario, you must buy a «family ticket» for your wife and child)</p>
<p>Lesbian woman (in the club scenario, you must dance and flirt with the transgendered woman)</p>	<p>Person that is a white fascist (in the train scenario you must talk on your mobile phone and comment on other passengers in a passive aggressive way)</p>	<p>Arab person (in the train scenario, you should sit next to the old woman)</p>
<p>Black person with lots of luggage (in the train scenario, you should give your seat to an old man)</p>	<p>White racist old man (in the train scenario, a black person will offer you their seat, act accordingly)</p>	<p>Erasmus Student that doesn't speak the mother tongue of the country they are in (in the train scenario, you should buy a train ticket)</p>
<p>Nationalist person (in the train scenario, somebody will try to buy tickets in English. Act accordingly.)</p>	<p>Gay man (in the club scenario, you should flirt and dance with your partner)</p>	<p>Gay man (in the club scenario, you should flirt and dance with your partner)</p>
<p>Transgender Woman not yet transitioning (in the club scenario, a Lesbian woman will flirt with you. At some point you should go to the woman's toilet. Act accordingly in both situations)</p>	<p>White cis-gender person (in the club scenario, a transgendered person will try to use the woman's toilet. Act accordingly.)</p>	<p>Roma Man (in the club scenario, you try to enter the club)</p>
<p>Black woman from a disadvantageous background (It is your first time in a club. Order a drink.)</p>	<p>Deaf-mute person (in the Club scenario, order a Bacardi Lemon)</p>	<p>Open-Minded Roma Man (In the club scenario, you are waiting for your girlfriend to arrive at the bar)</p>

Neo-nazi (in the club scenario, there's a Roma person at the bar. Act accordingly.)	Closeted gay person	Openly gay (anti-trans) person
Corrupt Priest	Non-binary teacher	Muslim mother
Hard-line feminist		



INTANGIBLE RESULTS

A project result is much more than the tangible ones.

This «CLARO ED!» is our tangible result by excellence, as we are sharing – in open source – the methods that we've created and the whole structure of CLARO!, in case anyone, anywhere want to replicate it in their local communities to bring awareness to invisible discrimination. However, from our point of view, the most important impact of this project is its intangible results, the impact that it had in the youth workers, organizations and young people that were directly involved in CLARO!

We believe that social change can only happen when people are well informed, motivated and sensitized to the issue of social equity and wellbeing. Only then, can people gather the tools needed to become «unlikely allies», actors of change in their daily life, among their friends and family, within their social sphere of action.

But how can you measure the change, the social, personal learning and the willing to act? Of course, in the youth sector, we use Youthpass as a personal learning reflection tool that can help young people and youth workers to understand how a given activity based on non-formal learning had in fact impacted them in terms of developing key competences, essential for real life.

Youthpass was indeed a tool that we used throughout our project in order to help participants reflect on their learning and decide which ones they would like to be represented in their youthpass. However, in order to understand in the words of the participants themselves what stuck with them the most after each CLARO! mobility, we asked them to answer anonymously to a few questions, in a digital platform. We did so because we wanted them to be real and state what they truly took out of the Training Course or the Youth Mobility, and the «anonymity cloak» provides that. Then, we were able to compare their testimonies to our objectives and understand if those have been accomplished or not. For what we have gathered, this type of activities caused **in fact** an impact in youth workers and young people. They **in fact** feel more sensitized to the issue and more motivated to act against any microaggression; youth workers learnt **in fact** how to create non formal educational activities to address social issues; all participants alike understood **in fact** the concepts of microaggressions, invisible discrimination and stereotypes as realities that they need to fight against daily in their communities and in Europe. Nevertheless, more important than reading us state that, we end this booklet with the words of participants themselves.

I LEARNT MORE ABOUT ALL THE TOPICS WHICH WAS SOMETHING I WAS REALLY LOOKING FORWARD TOO. I LEARNT ABOUT HOW TO IDENTIFY AND HOW TO APPROACH SOMEONE ABOUT THEIR HURTFUL COMMENTS AND ACTIONS.

I learnt that as a member of majority I can sometimes be discriminative without realizing it. From now on I will be careful not to perform any microaggressions. I will question my actions. I also learned a lot about different countries.

I became aware of some stereotypes and learn to fight them. I also stepped out of my comfort zone and overcame my shyness.

I learned that sometimes we think we act in good faith and hurt others. So we have to think before speaking or acting.

I have learnt about discrimination, types of invisible discrimination, microaggression ,formal,non formal and informal education styles. Besides we talked about the methodologies of the topics. We have tried to find solutions about the minorities who lives our countries. On the other hand I have learnt about some different samples of the projects in the youth centre.

In my case, enlightened young people who have been taught the potential to think and respect differences contribute greatly to world peace. Besides, we are beautiful with our differences and I believed that we can live peacefully by respecting the differences. I will continue to share all my belongings that I had here in this training course.

Training Course

ÁGUEDA, JULY 2021

I've learnt a lot about Roma integration, how is the real situation of migrants, refugees and Roma in all countries involved. I've also learnt how to adapt activities to a specific group of young people and understand different rhythms of learning, sharing and involvement. I've learnt a lot about the origin of stereotypes, prejudices and discrimination from a psychology point of view.

That it's okay to have diversities and one person being bad doesn't mean the whole minority to be bad.

I WOULDN'T SAY I HAVE CHANGED ALREADY BUT DURING THIS PROJECT I FIGURED OUT SOME THINGS ABOUT ME THAT NEEDED CHANGING. THIS WEEK WAS A ROLLERCOASTER OF EMOTIONS, THOUGHTS AND MOMENTS, EXPERIENCES, ONE'S THAT I WILL NEVER FORGET.

I LEARNED ABOUT DISCRIMINATION IN DIFFERENT PERSPECTIVES AND HOW TO MAKE A CHANGE ABOUT IT.

I LEARN THAT SOMETIMES WE ARE OPPRESSORS OR RACIST AND I LEARN TO KNOW MORE THAT KIND OF SITUATION AND HOW TO REACT AT SOME SITUATIONS.

Everyone can feel themselves and safe to share their opinions to a big group. I felt more open and my way of thinking changed a lot. I feel more confident to express my feelings and thoughts now.

Youth Exchange

THESSALONIKI,
DECEMBER 2021

If **you need more**
information...

CONTACT

US!



**European Youth
Centre Břeclav z.s.**
Czech Republic



**Youth Empowerment
Center**
Greece



CAAB
Portugal



**BVB - Bilgi ve Beceri
Derneği**
Turkey