



AT THE CROSSROAD
OF INEQUALITIES /
DISCRIMINATION

PRACTICAL
EXERCISE

Multifaceted self

Group size:

any

Duration:

45 min

Requisites for the practical exercise:

- a printed sheet for each participant
- a pen for each participant
- time measuring device (watch, stopwatch, mobile phone)
- chairs, cushions or similar, on which the participants can sit during the discussion (optional)
- suitable writing pad (optional)

Type of practical exercise:

individual work

Methods used:

independent reflection, immersion in the role, group discussion

What is the purpose of this practical exercise? What does the youth worker want to achieve? What results can they expect?

Most of us think about discrimination, including our own, most often in a one-dimensional way. The aim of the practical exercise *Multifaceted Self* is to help the participants move from such thinking to thinking about discrimination as a multidimensional phenomenon. Participants first learn what their own characteristics/circumstances and identities are, how they are reinforced, when and why an identity can dominate. They describe their own personal characteristics/circumstances such as gender, nationality, race or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity or gender expression, social status, economic status, education. Initially based on their own experiences, and in the second part through identifying with different (hypothetical) identities, where certain identities will be taken away from them or new ones will be attributed to them. In this way, they will explore intersectional discrimination.



Practical exercise plan

- Before the practical exercise, print out a worksheet for each participant and provide a pen.
- Explain the work instructions to the participants: everyone will receive a sheet with their personal characteristics/circumstances. Ask the participants to complete their worksheets independently in silence. Explain to the participants that they should not communicate with each other while they're filling out the worksheets.
- Distribute the worksheets and pens to the participants. Start timing. At least 10 minutes should be available for this task.
- After the time for the first task is over, invite the participants to choose the three most important characteristics/circumstances or identities from the ones they've written down. It is up to them which they choose. Start timing. At least 3 minutes should be available for this task.
- In the next step, instruct the participants to consider what their lives would be like and how society would treat them if they did not have one or two of the selected characteristics/circumstances. Let them think about what it would be like if the characteristics/circumstances were different. Allow the participants enough time to consider this question. If they want, they can also write down their thoughts.
- Invite the participants to a circle for a discussion. Participants can sit on chairs or cushions so that they are comfortable.
- Invite the participants to present their findings in a group. Explain to the participants that they can decide for themselves if they want to share with others, what they want to share, and to what extent. Participants can also participate by only providing opinions, without sharing their personal characteristics/circumstances (only responding to youth worker's questions).
- You can guide the discussion using the questions below. Make sure that all participants who want to give their opinion have the opportunity to do so. Do not allow judgements and ridicule of others during the discussion. There should be no interruptions during the discussion.



Questions for the discussion

1. *What are the three identities you chose and why?*
2. *Would your position in society change if the chosen characteristics/circumstances/identities were different?*
3. *What do you wish people knew about one of your identities, situations or physical characteristics (e.g. wearing glasses, scars on the body)?*
4. *Did you discover something new about yourself?*
5. *Have you experienced discrimination due to a personal characteristic/circumstance (or several of them)?*
6. *Does any personal characteristic/circumstance reinforce/marginalise another?*
7. *How does religion reinforce/marginalise gender?*
8. *How does education reinforce/marginalise socioeconomic status?*
9. *Can marginalisation be worse if the person is not Slovenian?*
10. *Can marginalisation be worse if that same person is not white?*
11. *Do you have privileges due to any of your personal characteristics/circumstances or a set of personal characteristics/circumstances? Were you aware of it until now?*
12. *What did you learn or realise in this practical exercise? How will you use the acquired knowledge in your everyday life?*



Advice for the youth worker

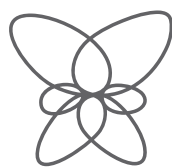
- In everyday life, it is often difficult to determine everything that contributed to the experience of discrimination and how personal characteristics/circumstances influenced it. It is even more difficult to clearly determine the intersection of characteristics/circumstances and how they reinforced each other to establish a new reality. It is important that the participants think about discrimination as a multidimensional reality. Different discriminations cannot be classified by importance or lack thereof. If you find that the participants have a problem with this, try to guide them to reconsider through the conversation. You can also use an explicit made-up example: A 17-year-old Slovenian, a student who likes girls, can "become" a 17-year-old boy who doesn't go to school, is gay, comes from Serbia, comes from a poor family and doesn't know the Slovenian language, etc.
- The practical exercise is designed for one school period. If possible, we recommend that you extend the time for this exercise. Allow extra time for in-depth discussion.
- The practical exercise can be carried out indoors or outdoors. When outdoors, make sure there are as few distractions as possible (noise, weather conditions, etc.) while participants are working independently.
- If necessary, provide a pad for writing on the sheet (if no flat surfaces are available (tables, floor, etc.)).

- Not all participants may want to fill in all the fields on the worksheet. You must respect their decision and make sure that other participants respect it, too.
- Not all participants may want to share what they have written down. Do not force participants to share and participate in the discussion. Invite the participant to explain why they do not want to share certain information (*because they are afraid of ridicule, because it is a personal matter, because they themselves don't know the answer, etc.*), if they want to do so.
- The discussion questions listed are for assistance and guidance only. We encourage you to add your own, and especially to respond to participants' comments.

My personal characteristics/ circumstances

- The table below shows some personal characteristics/circumstances.
- Fill out the worksheet. You will not have to share your answers with others if you do not want to. The worksheet stays with you and others will not read it without your permission.
- Fill out the worksheet independently and in silence.
- Think carefully about each characteristic/circumstance and write down what the characteristic/circumstance is in your case. You can write down your observations, opinions, and experiences in the Notes column.

CHARACTERISTIC/ CIRCUMSTANCE	MY IDENTITY/CHARACTERISTIC/ CIRCUMSTANCE	NOTES
GENDER		
NATIONALITY		
RACE or ETHNIC ORIGIN		
NATIVE LANGUAGE		
RELIGION or RELIGIOUS BELIEF		
DISABILITY		
AGE		
SEXUAL ORIENTATION		
GENDER IDENTITY and GENDER EXPRESSION		
SOCIAL STATUS		
ECONOMIC STATUS		
EDUCATION		
(other, list yourself)		



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