Facing discrimination
An introduction for educators
With tips and extra information

Text in italics are taken form the online learning tool

What exactly is discrimination and how does it work? Who is involved and how does it affect people's lives?

Aims
In this learning path learners:

- Explore the function and process of discrimination, on both the interpersonal and societal levels.
- Discuss specific incidents of antigypsyism, antisemitism, discrimination against LGBT+ and Muslims, and racism, using as a starting point the thoughts and experiences of five young people.
- Gain insight into the terms used to describe different forms of discrimination.
- Are challenged to reflect on who has influence in situations where discrimination occurs and what they themselves would advise in a particular case.

They will work with a model called the 'Discrimination machine'. This breaks down aspects of discrimination: how we see 'other people', how grouping and judging people is part of discrimination and what the effects of discrimination are.

Structure
This learning path consists of three tracks (lessons), each with a number of steps.

Track 1: Learners hear Medine's story and use the 'discrimination machine' to understand how discrimination works. They then select one of five stories to work with, to deepen their knowledge of the process of discrimination. The track ends with a discussion about what – and who – plays a role in discriminatory situations.

Track 2: The experiences of the same five young people are used for a deeper look at the terms antigypsyism, antisemitism, discrimination against LGBT+, discrimination against Muslims and racism. After working on descriptions of these terms, the learners engage in a mobile chat-style conversation about a particular situation, in which they are asked to give advice.

Track 3:

Flow of work: Icons
Learners will often work in pairs, small groups or discuss a topic with the whole class. The flow for each step is easily recognised with the help of the following icons:

Answering questions individually allows time to formulate a personal response.

Discussing topics in pairs gives everyone the chance to voice an opinion and discuss in a simple format, with one person.

Discussing in small groups allows for more opinions to be shared and also creates a comfortable space to voice ideas. Not all learners are keen to express themselves in a larger group.

Class discussions give the opportunity to bring the group together to review the work being done and also give you as the educator a moment to summarise some main outcomes.

Stories that Move
Toolbox against discrimination

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Track 1 – The machinery of discrimination

Time: about 100 minutes

How does discrimination work? You will meet five young people who describe discrimination they have experienced.

Outline
Learners are first asked to describe what they think discrimination is. They then listen to Medine's thoughts on the relationship between prejudice and discrimination. They use her statement to understand the mechanisms of discrimination, using the 'Discrimination machine' model.

After listening to the experiences of the five young people, learners select one of the stories to work with. They translate the general idea of 'othering' or labelling, and grouping and judging, to the experience of this chosen person. The track ends with a discussion on how much influence people can have in certain situations.

Step 1 What do you know?
What do you know about discrimination?
Discuss the tag cloud with your class.

This is an introduction to the learning path. Do not be concerned if responses appearing in the tag cloud are superficial. This task gives learners a chance to contribute knowledge and see what others know or want to know. The final step of the track will provide learners with a chance to reflect on what they have learned since beginning the track.

Take time to discuss what the learners have come up with. Consider the following questions:

What kinds of words have the learners used? Are they adjectives and/or words on an emotional level (unfair, hurtful, mean etc.), or are they rather nouns describing groups (foreigners, refugees etc.) or different forms of discrimination (racism, antisemitism etc.)?

The exercise is not about being right or wrong. It is useful to explore the first thoughts the learners have on this topic and to mention that at the end of the track they will revisit the tag cloud and see what they want to add.

Before starting
• Make sure learners know that their answers will be shared within the group. Exchange and discussion is central to the learning process. Each time your students login they will see the following pop-up:
Please be aware: the answers you give during assignments will be shared with your teacher and classmates in group work.

• As the topics discussed are personal, consider whether the atmosphere in the class feels safe and whether you can be sure that the learners will treat each other respectfully. Discuss this point with the class if you think this might be necessary.

• Often learners will only be able to continue if they have submitted one or more answers. At some points when working online learners will only be able to continue if the rest of the class has also submitted answers. They need to be aware of this.

• Learners will need guidance on how much time to spend on each step. Taking the level of your learners into account, and the amount of time available it will be useful to indicate the available time. Tracks start with brief questions that serve as a 'warming up'. Keep the time spent on the first steps brief, so that there is more time for discussion later on.

• Consider giving some assignments as homework (as indicated). Research and preparing presentations can be done individually or in small groups as home work.

Blended learning
Blended learning mixes online and offline work, allowing students to benefit from both learning environments in the most effective way. The learning process is centred on individual assignments and intense exchanges, and should be carefully monitored.

Learners should not run ahead of the group. It can be useful to read some of the texts collectively, with one learner reading out loud and to watch some of the video clips collectively. Take time for the group work and class discussion.

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Step 2 Meet Medine

Hear what she thinks discrimination is.
Check if the subtitles are on.
Medine talks about prejudice and discrimination in the video. They are not the same thing.
Use the Discrimination machine to examine what Medine says.

Consider watching the clip with the whole class. Medine participated in an international youth conference about diversity and discrimination in Berlin in 2013. The learners listen to a two-minute clip in which Medine introduces herself and shares her thoughts on her own prejudices and whether she thinks she discriminates against people by having such prejudices. Medine is a little confused by these terms. Let learners use the glossary and check if they have understood the essential difference between having prejudices (thoughts) and discriminating (actions).

In the next steps Medine's example will be used to look at discrimination through the metaphor of a machine, with different parts that all contribute to the mechanism of discrimination. To support the learners, what Medine says can be found in the top right-hand corner popup.

Step 3 The Discrimination machine

Look at the different parts of the machine and the people involved.

Other people

When we look at someone, we form a first opinion based on their appearance or behaviour. We only think someone is different when they do not look or act how we expect. We don't invent the generalised images we have. They come from the society around us. They are expectations created and spread by other people and the media, through language and institutions.

Grouping and judging

When we decide that someone seems different we consciously or unconsciously group them. The groupings often go hand-in-hand with a value judgment. Sometimes we also attribute particular characteristics to that other group. When we interact with people that we have grouped in a negative way it can lead to acts of discrimination. The 'Discrimination machine' does not run automatically. We can all rethink how we group and judge people.

Effects of discrimination

People who are discriminated against are harmed by it. Discrimination on an individual level can take the form of insults or physical violence. Discrimination can also be structural, for example when a group has restricted access to education or housing.

Navigation

Most learning paths have several tracks. You as the educator will choose which path and track learners work with. Each track consists of several steps. Most steps include several screen pages – usually with a question, some information, and an assignment to work on in pairs or as a group. Learners can only go back a page if it is part of the same step, perhaps to look again at the question or to reread a text. The back arrow will not take learners back to previous steps. If this is necessary, the dropdown menu in the top left hand corner opens navigation through the whole track.

Tag clouds

There are two types of tag clouds that collect the individual answers submitted by learners. The 'word cloud' collects words submitted by the learners. All answers are treated equally. However, the 'cloud' shows a random collection of answers. This means that not everyone sees the same answers. Usually there will be more words than fit on one screen. A useful way to discuss the tag cloud is to ask if anyone is surprised or interested in a particular word. As the moderator you might also group words that belong together.

Sometimes the tag cloud collects the opinions of learners statistically and displays them in a graph or with numbers. This illustrates the differences of opinion in the class. Suggestions for discussion are given.

Learners who are the first to submit answers will find the tag cloud relatively empty. Let all learners refresh their screen if the last learners have submitted their answers.

Glossary

Word highlighted in the text are explained in the glossary. It will depend on the level and interest of the learners, and the time available if they use the glossary extensively or not. In some cases the learners will be required to use the glossary. Consider which words you want to discuss with the whole class to make sure they have been understood.

The 'Discrimination machine' model provides a framework for understanding discrimination between individuals and the societal component of discrimination. The next steps are both playful and abstract. The elements are then used in relation to the stories of the five young people.

You might ask the learners how they interpret the picture. The balls can be seen as the images we have of people and the cogs in the machine can be understood to group and judge these images. The girl to the left seems in control. The young people above the machine feed ideas or images into it, and the onlookers to the right seem upset at the result.

The learners are given the three texts above to read carefully. Consider reading them with the whole class. The students are asked several questions and each time use keywords to answer.
There is a transcript of the video under the (i).

Read what Medine said in the video.
- What does Medine see at the station?
- What judgments does Medine make?
- What ideas does she have about 'being normal'?
Give at least two answers for each question.

- Who decides what is normal?
- Who in society benefits from discrimination?
Give at least two answers for each question.

Review your answers
Discuss in pairs and then with your class

It is essential to take time to discuss the answers to these questions. This can be done in small groups, or with the whole class.

Step 4 Meeting up
Listen to the stories of five people.
Check if the subtitles are on.
Who do you want to know more about? Choose one person.

In this eight-minute film, Tyrell (Germany), Aya (Netherlands), Nick (Ukraine), Anna (Denmark) and Márk (Hungary) speak about their experiences of discrimination.
Each of these young people introduces him or herself. It is important to hear them define their own identity. We do not want to just reduce them to their experience of discrimination. We show that there are different forms of discrimination and different ways that it is experienced, but that there is no hierarchy in terms of which type of discrimination is the 'worst'.

Information and instruction (i)
Extra information and instructions are sometimes provided in the top right hand corner of the screen. Make sure that learners are aware of this. They will sometimes need this information to complete an assignment.

Subtitles
Make sure to turn on the subtitles (click on the icon at the bottom right corner of the video screen to select the language) before learners start watching the film clip.

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It is important that learners work with a story of their choosing, as something in that particular voice has resonated with them or sparked their interest. If lots of learners choose the same person, it is advisable to form several smaller groups and compare and contrast the groups' results.

Step 5 Insight
You have chosen the same person. Form small groups.
Use the Discrimination machine to understand what that person experienced.
Watch the video:
- How was the person you chose seen as different?
- What judgments were made about this person?
- What is seen as 'normal' in the situation described?
You have used the Discrimination machine to understand the process of discrimination. Discuss as a group if you have learnt anything new.

In small groups, learners will look more closely at what their chosen person experienced. The Discrimination machine model introduced before is now used to look more closely at the experience of one person.

Step 6 Look closer
Where did the discrimination take place?
What happened and who was involved?

As a group, discuss how family, friends, classmates or a passer-by might have felt.

People can change a situation.
Adjust the slider to indicate how much power you think these people have to change a situation.

The learners individually answer three multiple-choice questions. The questions help the learner realise that the place where discrimination occurred and the people connected to it are relevant

Learners should discuss their answers in small groups. To sum up, perhaps ask each group to share one or two findings.
The learners also consider how other people (friends, family, a passer-by) might influence a situation. They can do this individually (using the slider) or as a class activity, in which a barometer line is created in the classroom, allowing the learners to stand up and physically take a position. This invites an exchange of ideas on what roles people can have and what factors determine whether you feel you can influence a situation. The role of the

educator as moderator of the discussion is important. Take care to give learners with a minority point of view (visible by where they are positioned along the barometer line) the chance to speak. For an example of a barometer discussion see the short film of the 2013 youth meeting.

Step 7 What do you know NOW?
Look at the tag cloud of your previous answers
Discuss the tag cloud with your class.

Learners see the tag cloud they made at the start of the track and add new thoughts, which are collected as a new tag cloud.
Take time to discuss what they have added and to sum up what they've learned.

Track 2 – Zooming in and out

Time: about 100 minutes (including homework, if given). Step 4 might be given as a homework assignment. If so, we recommend doing step 3 in class and learners can work on the next step in pairs or small groups.

What different types of discrimination can you think of? Learn about five types, and help a young person in Europe respond to their experience of discrimination.

Outline
In the second track the experiences of the same five young people are taken as the starting point for a deeper look at the terms racism, antisemitism, discrimination against LGBT+, antigypsyism and discrimination against Muslims. After working on descriptions of these terms, the learners engage in a mobile chat-style conversation about a particular situation, in which they are asked to give advice.

Step 1 Words have power
Listen to five people's stories. Check if the subtitles are on.
Learners who have recently worked with track 1 will be familiar with the video clip. Before they see it again, ask them the question that follows in the learning path. (See below)
What words can you use to describe the discrimination these people have faced?
Describe the discrimination they have faced
Discuss the tag cloud with your class.

If they have not done track 1, let them watch the video and only work with the question when it appears online. Take time to consider the words that appear in the tag cloud and to discuss which words might be missing.

Step 2 What do you call it?
Antisemitism, Racism, Discrimination against Muslims, Antigypsyism, Discrimination against LGBT+.
Why are there different terms to describe different forms of discrimination?

Consider the responses from the class in the tag cloud and encourage an exchange of ideas on the different historical and contemporary experiences of racism, antisemitism, antigypsyism and discrimination against LGBT+ and Muslims. It is often said that it is all 'just racism'. Antisemitism is racism against Jews, antigypsyism is racism against Roma etc. Explore the reason why different terms emerged and are used, looking both at similarities and differences. See: pedagogical approaches.

Step 3 Zoom in
Form a group. Each group in the class will work with one term. You will work with one of the 5 types of discrimination. What I know about this is...
Divide the class into groups and consider whether they are allowed a choice in which term they work on. It is important that the five terms are shared out as the groups will later compare the similarities and differences.

Step 4 Zoom in further
Different terms are used to describe different forms of discrimination. The terms result from different histories and perspectives. Pick keywords from the two texts.

Chose keywords from the text you have just read. Choose which keywords you will use to write your own description. Click on number 1 and 2.

Under (i):
The issues we are looking at are complex. Definitions of what racism is, or what antisemitism is, or antigypsyism, or discrimination against Muslims or discrimination against LGBT+ vary amongst experts. They do not even always agree which words should be used. Commonly used terms such as Islamophobia or homophobia are considered misleading by many people – yet they are used daily, in the media and in conversations. So it is important to think about terms carefully, especially because they can influence how people think about an issue.

The first text the learners read is a general description of each of the five terms written by the project team of Stories that Move. The second text is a definition from an international governmental organisation (the UN, UNESCO or the OSCE) or a non-governmental organisation.
Using the keywords they have chosen from these texts, the learner makes his/her own description.

Before learners start on step 5, allow the class to compare and discuss the descriptions that have been written. Refer to the question learners answered earlier: why are there different terms to describe discrimination?

Step 5 How to respond
Choose the person who was confronted with the form of discrimination you have just learned about.
Complete the following chat conversation.
If the person you chose was your friend, what good advice would you give on how to respond to the discrimination he or she faced?
Complete the conversation with your text.
Compare your answers and as a group choose one of the answers and present it to the class. Explain the story first.

How have your views changed about the forms of discrimination and how they affect people?
Learners read a short mobile chat-style conversation involving one of the five young people in the film clip: Anna, Aya, Márk, Nick or Tyrell.
They can work in the same groups or pairs as in step 4. Take time to let learners discuss the different types of answers and why people might give different kinds of advice. They will realise that many factors influence the kind of responses that people have to different forms of discrimination. For example, whether the environment is safe as well as personal characteristics will determine if a friend or passer-by will respond directly to a

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