Stories that Move
Toolbox against discrimination

Learning path 2 | Facing discrimination

In this learning path learners explore how prejudices function, and examine examples of antisemitism, racism and other forms of discrimination that young people face. In the educators' guide you will find tips & in-depth questions that will help you lead a group discussion.
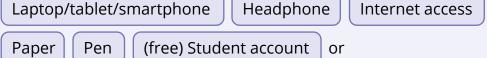
Topics
Prejudice, discrimination, anti-Semitism, racism, discrimination against Roma and Sinti, discrimination against LGBTQI+, Muslim discrimination

Target group
Learning path 2 has been developed for learners aged 13 years and older. The online toolbox contains open questions they can explore at their own level. The lessons are divided into:

● simple → ● ● in-depth → ● ● ● complex.

What do I need?
Learners:

| Laptop/tablet/smartphone | Headphone | Internet access |

| Paper | Pen | (free) Student account | or

Teacher:

| Beamer & sound | Internet access |

Structure
This learning path consists of three lessons. Each lesson is structured in steps. With some of the steps, you can use the tips & in-depth questions to expand the lesson. Tips can be found in the educators' guide for each lesson under 'Structure'.

Lesson	Topic	Time	Summary
	Mechanisms	60 min.	Learners explore how discrimination functions.
	Youngster discrimination experience	60 min.	Learners take a closer look at different forms of discrimination, using stories of young people.
	Everyday situations	40-50 min.	Learners exchange views and thoughts on five everyday life situations involving unequal treatment.

Stories that Move
Toolbox against discrimination

Lesson 2.1 | The machinery of discrimination

Learners hear Medine's story and answer questions to consider how discrimination works. They then select one of five stories to work with, to deepen their knowledge of the process of discrimination. The lesson ends with a discussion about what – and who – plays a role in discriminatory situations.

Learning goals
-   Learners explore the process of discrimination and how it functions, on both interpersonal and societal levels.

Level

Structure (60 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	**Introduction** The machinery of discrimination	Class discussion	Ask one of your learners to read the introduction aloud. This way you make sure you all start on the same page.
±5 min.	**Step 1** What do you know about discrimination?	Individual/ class discussion	Take time to discuss what the learners have suggested. Consider the following questions: what kinds of words have the learners used? Are they adjectives and/or emotive words (unfair, hurtful, mean etc.), or are they 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 lesson they will revisit the tag cloud and see what they want to add.
±10 min.	**Step 2** Meet Medine	Class discussion	Consider watching with the whole class. Check if the learners have understood the essential difference between having prejudices (thoughts) and discriminating (actions). Learners are asked several questions and each time use keywords to answer. It is essential to take time to discuss the answers. This can be done with the whole class, or in small groups.
±15 min.	**Step 3** Find out more about discrimination	Individual/ class discussion	Learners are given three texts to read carefully, explaining the mechanism of discrimination (Other people, Grouping and judging, Effects of discrimination). Consider reading them with the whole group.

Time	Steps	Format	Tips & in-depth questions
±10 min.	**Step 4** Meeting up	Individual/ group discussion	In an eight-minute clip, five young people share their experiences of discrimination. It is important that learners work with a story they themselves have chosen, as something in that particular voice has resonated with them or sparked their interest. In groups, learners explore in more detail what their chosen person experienced. The questions focus in on a situation and equip learners with skills to analyse aspects of a discriminatory situation with questions about the people involved.
±5 min.	**Step 5** People have influence	Group discussion	Learners consider how other people (friends, family, a passer-by) might influence a situation. They do this individually using the slider. The answers of the whole group will appear in a graph. This invites an exchange of ideas on what roles people may have and what factors determine whether someone feels they 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.
±5 min.	**Step 6** Looking back	Individual/ class discussion	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.

Stories that Move
Toolbox against discrimination

Lesson 2.2 | Zooming in and out

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

Learning goals
- Learners 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.
- Learners gain insight into the terms used to describe different forms of discrimination.
- Learners are challenged to reflect on who has influence in situations where discrimination occurs and what they themselves would advise in a particular case

Level

Structure (60 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	**Introduction** Zooming in and out	Class discussion	Ask one of your learners to read the introductory text aloud. In this way you make sure you all start on the same page.
±15 min.	**Step 1** Words have power	Individual/ class discussion	Together, watch the video of the five young people. Students who have done lesson 1 are familiar with the video. Let them complete the question about the video individually and then discuss the tag cloud together. Take time to consider the words that appear in the tag cloud and to discuss which words might be missing.
±10 min.	**Step 2** What do you call it?	Individual/ class discussion	Consider the responses from the group 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 why different terms emerged and are used, looking both at similarities and differences. See:
±10 min.	**Step 3** Make five groups	Group discussion	Divide the group into small groups and let each choose a concept to continue working with or choose it for them. It is important to cover all five concepts because the small groups will later discuss the similarities and differences between them.

Stories that Move
Toolbox against discrimination

Time	Steps	Format	Tips & in-depth questions
±10 min.	**Step 4** Zoom in	Group discussion	The first text learners read is a general description of each of the five concepts written by the Stories that Move team. 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, learners make their own description. Let learners compare and discuss their descriptions with each other before they start step 5. Refer to the question they answered earlier: why are there different terms to describe discrimination?
±10 min.	**Step 5** How to respond	Group discussion/ class	Learners read a short conversation involving one of the five young people in the video. They can work in the same groups or in pairs as in step 4. Take time to let learners discuss the different types of answers and why people might give different 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 discriminatory comment. To round off the lesson, ask each learner to consider if their views on discrimination have changed. They might first discuss this in pairs and then share their thoughts in a group exchange.

Lesson 2.3 | Five scenarios – over to you

Learners are given the opportunity to consider factors that affect how they judge a situation where someone is being treated differently. Looking at drawings of five scenarios from everyday life, they exchange opinions and consider why we don't always agree on the significance of an act or remark.

Learning goals
- Learners exchange views and thoughts on five everyday life situations of unequal treatment.
- Learners learn that there are different thoughts and opinions about the same situation.

Niveau

Structure (40-50 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	**Introduction** Five scenarios – over to you	Class discussion	Ask one of your learners to read the introductory text aloud. In this way you make sure you all start on the same page.
±10 min.	**Step 1** Serious or not serious?	Individual/ class discussion	Learners individually move the slider to give their opinions on the five scenarios. Let them wait on the page with the graph of all the answers until everyone is at the same point, so they can see the division of opinions on the scenarios. There is no need to discuss the scenarios at length, as this will be done in small groups later on. It is, however, interesting to note the range of opinions and to discuss what factors might play a role. It might be that most learners have the same opinion. Make sure all views are noted, even if they are a minority opinion.
±5 min.	**Step 2** Five scenarios	Individual	Learners think about which situation they find serious and which they find less serious. This step is preparatory to the group assignment of step 3.
±15 min.	**Step 3** Form small groups	Group discussion/ class discussion	The learners are now asked to compare the five scenarios. It is not about a hierarchy of 'what is more serious or not' but about the feelings that some situations can evoke and the individually experienced connection to one situation or another.

At this point, the learners have to listen carefully to one another. If they generally have the same opinion, it is interesting to consider why this is so and if they are aware of other opinions. Consider whether to divide the group into small groups or let the learners form their own groups.

You can also let your learners do this exercise offline, by printing out the scenarios via

is a video explaining how to guide the exercise. |

Stories that Move

Toolbox against discrimination

Time	Steps	Format	Tips & in-depth questions
			Discuss the collective choices with the whole group. You might ask each smaller group to mention which picture triggered most discussion and why. If one picture was not discussed, it can be interesting to find out whether a) it is not close to learners' lives, b) they all agreed about it or c) it touches on a subject that they are hesitant to talk about. Ask for examples of each of the factors that may influence why a scenario is considered more or less serious.