

Privilege flower

Goal:

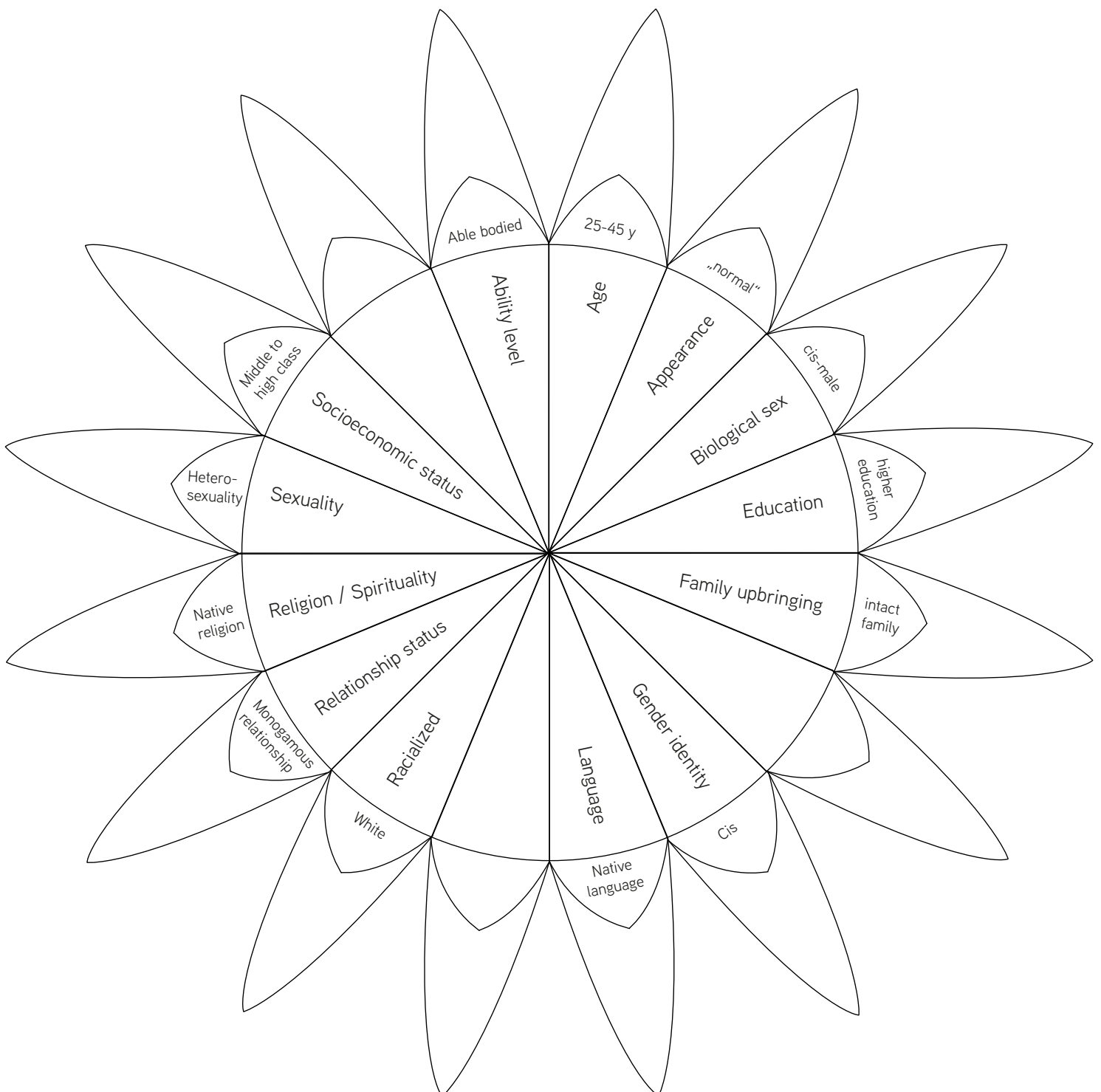
The goal is to see and understand where our own privileges are and where other people can be at a disadvantage. This doesn't need to be compared to the others in the group but is for self-reflection but new insights can be shared in the group. Therefore it is important to be honest with yourself.

Time:

15 - 20 Min.

How to:

The middle describes characteristics on which people can be (structurally) disadvantaged/discriminated. If you are part of this disadvantaged group and feel affected by the prejudice, color in the big pedal. If you are not part of the disadvantaged group you color in the small pedal. If you can think of more categories you can write them down in the free spaces. You can discuss insights if you want to.



Privilege

The Merriam-Webster Dictionary defines “privilege” as “a right or immunity granted as a peculiar benefit, advantage, or favor.”¹ Often times we are not aware of our own privileges and this activity can help to see where we have an advantage over a person from a marginalized group.

Disclaimer

All these things are on a spectrum and not as black and white as this exercise does make it look like. Decide on your personal feelings of being/or not being marginalized rather than take the description as non-negotiable.

Word/discrimination explanation:

Ability level – Physical and/or mental ability. Disabilities and/or syndromes are at a disadvantage.

Age – Physical and visual aging processes. Youthfulness is seen as an advantage, older people face more backlash on the work market.

Appearance – Experimental hair colors, head scarves or mended clothes can be seen as a disadvantage.

Biological sex – Medicine is often tested only on XY-chromosome persons. XX and intersex (X, Y, XXX, XXY, XYY) people are at disadvantage.

Education – Not everybody has the support to get into (higher) education, creating a disadvantage for less educated people.

Family upbringing – An intact family (no fights, no feuds, no splitting and good respect) impact the wellbeing and success of a person on live.

Gender identity – Cis people (being content with the gender assigned at birth) face far less stress and discrimination than intersex, trans, non-binary, agender and other gender identities.

Language – Speaking the language of the place people live in is an advantage.

Racialized – Being targeted because of how a person looks racial wise (even if it is just an assumption to which “race” they belong to),

Relationship status – Alternative relationship models (open relationship, polyamory) face more stigmatization. Single women are more likely to be pitied than same aged men.

Religion / Spirituality – Being of a different religion than the region people live in can result in discrimination.

Sexuality – Heterosexuals don’t face discrimination. Homosexuality, pansexuality, asexuality and other sexualities are at disadvantages.

Socioeconomic status – People below or near the poverty threshold face more disadvantages than people that can afford their day to day living.

¹ <https://www.merriam-webster.com/dictionary/privilege>

Never have I ever been...

Goal:

Understand how different people face different hurdles and have different experiences in their lives as well as understand that this has an impact on the overall experience of life.

Time:

15 - 20 Min.

How to:

Everybody stands in one line on one side of a room. One person reads the following statements. For every statement that is true the participants can take a step forward. For every statement that is false, they remain where they are. You can add more "Never have I ever been"s if you feel something is missing.

After finishing the statements everybody stays where they stand and look around. They should imagine the starting line as the start of the "race of life". Not everybody starts there because some of us have privileges that help us start further down the "race track". Seeing it physically can really help understand how different people face different struggles and how not everybody has the same baseline and sometimes need special support to catch up to the people further down the track.

Statements:

- Never have I ever been unable to enjoy an event because I was unable to access the building because of my physical abilities.
- Never have I ever been denied something solely because of my name.
- Never have I ever been denied a job offer because of my age.
- Never have I ever been excluded because of my religious beliefs.
- Never have I ever been denied something just because I dressed/presented differently than the norm.
- Never have I ever been commented on my physical appearance in the workplace (from a superior) even though the meeting was about something professional.
- Never have I ever been stopped by the police and searched solely because of how I looked.
- Never have I ever been followed at night for a period of time by a stranger because they wanted to talk to me.
- Never have I ever been touched by the opposite gender on a body part I didn't consent to when I was out at night, making me feel uneasy.
- Never have I ever been unable to completely act out my relationship because of my sexuality.
- Never have I ever been denied a fundamental right because of my gender identity like using a bathroom or getting medical support.
- Never have I ever been the translator of state documents for my parents.
- Never have I ever been unable to do a school activity because my parents could not afford it.
- Never have I ever been excluded because I had a lower education than the other participants.
- Never have I ever been in the middle of a divorce/splitting as a child.
- Never have I ever been consecutively worried about my next meal or how I pay my rent.

Imagine...

Disclaimer:

Don't tell anyone what the exercise is about.

Time:

15 - 20 Min.

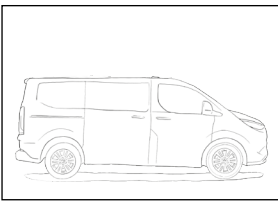
Goal:

Realizing our blind spot and help to start on a self-reflection journey. We see the world through our personal lens and we don't realize our blind spots if we don't look for them directly.

How to:

Tell the following story and show the associated power point step by step. Preface the storytelling with the intend of the exercise: **To try and visualize the story as good as possible in the head.**

Story



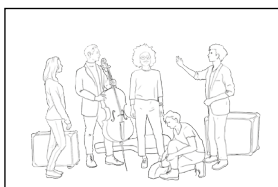
It is a winter afternoon and five Swiss musicians pack their bags into a van to drive to the concert venue they play tonight.

When they arrive they pack up their instruments and walk into the venue. They wipe the snow of their shoes by the old entry mat at the front door. The organizer of the event comes in and greets them in the entry hall of the building. It is an old building with a nicely decorated stairway made of wood and old creaky floors. The ceiling is really high giving the building an old but dignified look. The organizer tells them that the room they're playing in is on the fourth floor. The backstage as well. At this moment the bar manager comes up to the organizer with a urgent problem. The organizer goes with the bar manager to look after it. Standing in the entry hall the musicians put down their instrument and get of their scarfs and winter coats as the place is nicely heated. One of the musicians goes and sees if there is an elevator to use to get to the fourth floor.

This is the whole story. There is no punch line and no plot twist. This is about our imagination and how it is impacted by our own biases we don't even know we have.



You probably imagined the group of musicians looking kind of like this.



But did you think that this could also be how the group looks like?



Or even like this? Maybe they are not just too lazy to claim the stairs but have a physical condition that leads to a need for an elevator.

This exercise isn't designed to make you feel like you did something wrong but wants to show you how our own imagination is biased and that if we are not aware of it we act on these biases. Not all Swiss people are white, not all musicians in bands

or collectives are man and not all musicians have the same physical abilities as we have. Realizing our blind spots can help us start self reflecting and think about the biases more consciously in the future.

Shared Value Workshop

Goal:

Identifying values the institution wants to act upon and create a sense of belonging and ownership. Thinking of these values as a guideline to **how** the institution is working rather than **what** the institution needs to do.

How to:

Everybody needs sticky notes and a pen.

Each participant writes down values they think the institution has/needs to have like “including everyone”, “new ideas”, “something for everyone” or similar. Writing down as much as possible without thinking how they can be implemented or how they are connected. It’s important to think big and visionary.

Questions to ask are:

Who do we want in our audience?

What do we want to present on stage?

What do we want people to think of us?

What do we think is important in the future?

Who could we include more?

10 Min.

After 10 minutes everybody stops writing and the whole group starts to put the sticky notes on a wall in affinity clusters. This means that similar ideas go to similar ideas. If participants have written down the same thing they can stick it together on the same space. This only shows that this is a shared value.

5 Min.

Time:

40 - 45 Min.

After finishing the group can now discuss the different affinity clusters. If something is not entirely clear it can be explained by the writer. The group discusses if the values they see on these clusters are values they want their institution to stand for and try to write down the values as clear as possible on a piece of paper. At the end the group should have one paper with all the values they stand for on it.

15 - 20 Min.

Discuss how you could make sure that the institution sticks to the values. Maybe it is a good idea to put them on the website or to print a poster or flyers for the workers to be reminded of them while working. Think about how to give these values to persons that join the institution in the future.

10 Min.

Define a time when you re-check the values and see what is already implemented and discuss how to implement the remaining things in the future.

5 Min.

Hopes & Fears Workshop

Goal:

Creating a safer space for everyone to address their own fears and hopes for change and create solutions to tackle or prevent the fears to become real. Sometimes it just helps to say the fears out loud and be heard or hear what other peoples perspectives are on the same topic.

Time:

40-50 Min.

How to:

Everybody needs sticky notes and a pen. The workshop leader also needs a A4 paper.

First and most important thing is to let everybody know that this workshop is a space where they can feel safe and that nobody is judging anybody. There should be no mean or snarky remarks to the fears of others and there should be an open mindedness between all the participants. Using the nonviolent communication (see the nonviolent communication infobit) method can help to facilitate this.

Everybody writes down their own hopes and fears regarding working more diverse. There should not be any restraint on what the participants feel are hopes or fears.

5 Min.

Tell each other what everybody wrote down. If there is a need explain them further. The main point is to listen, not judge or give solutions. That comes later.

10 Min.

Sort the hopes and the fears in clusters together. See what seems to be important to the most people.

5 Min.

Discuss together how the hopes can be achieved and how the fears can be handled or prevented. Do this as a way of offering support, giving ideas and new perspectives as well as let the people felt being heard. Write the ideas down.

20 - 30 Min.

Ideas of Remembering

Goal:

Sharing values and creating guidelines are the first steps for more diversity. But it can be hard sometimes to remember them throughout the work. This workshop aims to create and discover ideas of remembering.

How to:

This workshop method is based on the 6 3 5 Method by Rohrbach¹.

The supervisor of the workshop prepares four papers with the words „Digital“, „Analoge“, „Visual“ and „Interpersonal“ which are stuck next to each other on a wall.

Every participant needs a pen. If there are more than four people participating people have to split into four groups. If there are more than seven people this can be done in two groups separately.

Standing in front of one of the papers the participants get five minutes to write down three ideas of how to remember the values and actions they want to take regarding the word on the paper.

After five minutes the group step to the paper to the right, the last paper-group goes to the first in line and it starts over again. This time the people read the written ideas first and get inspired by them, thinking them further or adding new ones.

Time:

45 - 50 Min.

This is repeated four times so that everyone can write down three ideas on every paper.

20 Min.

Depending on how many people the group consist of the number of ideas vary.

Everybody reads all the ideas and gets three points to give to the three ideas on each paper they like the most. After everyone gave their favorites a point the group can now see which ideas they can investigate further.

10 Min.

In a group discussion the further procedure is discussed and a timeline is set.

15-20 Min.

¹Rohrbach, Bernd (1969). „Kreativ nach Regeln – Methode 635, eine neue Technik zum Lösen von Problemen“. (Creative by rules - Method 635, a new technique for solving problems)“. Absatzwirtschaft. 12: 73–75.

Marginalized Cards

Goal:

To see the world in a different way and understand how people can have different experiences depending on how they are marginalized.

Disclaimer:

If there is a possibility to include a person from a marginalized group it should be a priority over just imagining how said group could feel. Giving these people a voice is more important than going over this exercise quickly. Underlying biases can still change

How to:

Read the disclaimer and see, if you can ask a person of a marginalized group instead of doing this exercise. If not, continue.

The marginalized cards can help with a specific idea and see it with different eyes.

Lay down the idea you want to look at. What is it and what does it include? It needs to be specific like "We want to remodel the bar".

Get the card set and print on thick paper and cut it out. Shuffle well.

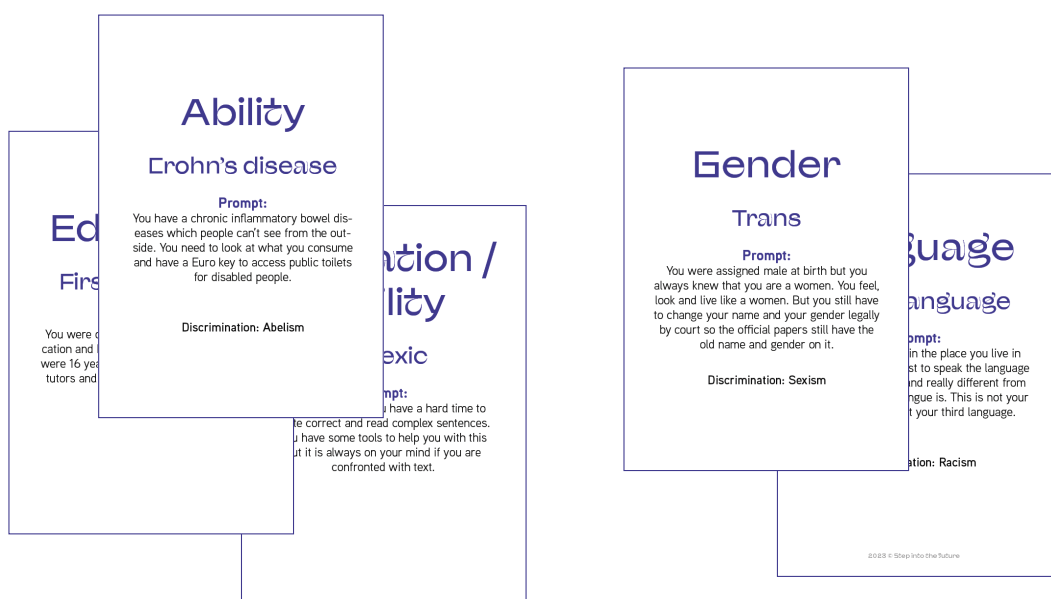
Time:

5 - 10 Min. per prompt.

the perception and this imaginary exercise will never get to the same level as personal experiences. The card set is by no means complete and only gives a small amount of possible hurdles.

Draw a card and read the category and the prompt. Go through the idea you have with this prompt and try to really think about each step you take and how this prompt can hinder you or where there could be difficulties.

If you are finished you can reiterate as many times as you want with different cards. Not all cards/disadvantages hinder all ideas. If it doesn't impact the idea you can skip to another card.



¹Rohrbach, Bernd (1969). „Kreativ nach Regeln – Methode 635, eine neue Technik zum Lösen von Problemen“. (Creative by rules - Method 635, a new technique for solving problems)”. Absatzwirtschaft. 12: 73–75.