



## Lifelong Learning Programme

### IGIV – Guide

### Pedagogical Method

<b>Name</b>	Take a place
<b>Time</b>	30 minutes
<b>Target Group</b>	Youths and adults from the age of 12 upwards
<b>Material, space, number of rooms if needed etc.</b>	Chairs or other markers of space (tape, post-its etc.) Music and a music player
<b>Work Area</b>	Suits project, organisational level
<b>Learning Results</b>	
» <i>Knowledge</i>	This exercise is a way of giving the participants an idea of what discrimination might feel and/ or look like. It's an experience based exercise that allows participants themselves to, under controlled circumstances for a limited amount of time, feel discriminated against. This is done in order to start up a conversation and analysis on discrimination amongst the participants.
» <i>Skills</i>	Recognising and identifying discrimination based on different markers of status, especially related to gender, class, sexuality and ability.
» <i>Competencies</i>	Analysing situations of discrimination and defining discriminatory structures in specific situations as well as society in general.
<b>Guide</b>	
» <i>Step by step know-how</i>	<ol style="list-style-type: none"> <li>1. Put chairs in the middle of the room with the backs facing each other. There should be one chair less than the number of participants.</li> <li>2. Start playing music and let the participants walk around the chairs. Stop the music after 10-20 seconds. When the music stops the participants are supposed to find an empty seat to sit down at. The person who doesn't get a seat is out of the game and should move to another part of the room and be asked to observe the game and the rest of the participants. Take away</li> </ol>



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- one chair and keep going the same way.
3. Do a few rounds of the game where everyone has the same rules. After a while you divide the participants into three groups by randomly counting. You put one chair further away than the rest of the chairs and tell one of the groups that they need to walk around that chair as well. Soon people will start feeling like the game is unfair and the group that needs to walk around the chair further away will start losing.
  4. When the exercise is over, let the participants sit down in groups of four and let them pick notes from a bowl with following questions:
    - What happened in the exercise?
    - How did it feel to be the one who had to walk around the extra chair?
    - How did it feel to lose when the opportunities were so different?
    - How was it to be part of the group who didn't need to walk around the extra chair?
    - If we translate the game into reality, who does not need to walk around the extra chair? In the organisation? In your town? In society in general?
  5. Try to focus on the norms by emphasizing that there are people who rarely meet sorts of obstacles in real life. Sometimes it's easier to ask who in society needs to walk around the extra chair (who is being discriminated against) but it's important to stress the focus on groups that are gaining from how our society is shaped (who is a part of the norm). This way an image of a certain norm will be visible.  
Go on by asking following question:  
How come you don't speak up if you're the one with the privileged role? (The one who doesn't need to walk around the extra chair.) Connect this question to society in general and ask if it's likely to speak up if you get a higher salary just because you're a man for instance.  
How do you react if you're the one who needs to run around the chair further away? Do you get angry or fight or give up? What happens if you don't have the energy to fight or speak up?  
You can build your own questions to ask after this exercise depending on how the group is constructed and what the focus is. We do, however, suggest that you, in order to keep an intersectional approach, help to change the perspectives within the group as the discussion proceeds. This can, for example, be done by asking the group about discrimination in different settings. To highlight that norms and power structures change depending on context we can, for example, paint a portrait of a person and "place" this person in different situations while



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	<p>asking ourselves if the discrimination against this person changes from time to time. To get a clear focus on peer-violence a suggestion is to use articles from newspapers describing different incidents of violence and try to see what discrimination the different people portrayed in the article (victims, attackers, police or even the journalist) might encounter.</p>
<b>Variant</b>	<p>Instead of chairs you use stickers or post-it's to mark the floor instead of using chairs, this way the game will also be accessible to people in a wheelchair. If parts of the group are hearing impaired it's possible to flash the lights instead of or in addition to playing music. If parts of the groups have a seeing disability it's possible to ask everyone to wear blindfolds.</p>
<b>Applicability and Limits</b>	
<i>The following should be pointed out:</i>	
» <i>The optimal size of the group</i>	The exercise can be conducted with a group of up to 15 participants.
» <i>The point of time in a certain working process when the method can be used</i>	The exercise demands that the participants are familiar with each other and should not be conducted if there are difficult problems within a group.
<b>Suggestion for continuing work</b>	<p>Exercises focused on analysing and discovering norms in general and norms regarding gender, sexuality, function and class in particular. If the aim is self-reflection the exercise "Level playing field" from the peer-think manual might be useful.  <a href="http://www.peerthink.eu/peerthink/content/view/145/29/lang.fr/">(http://www.peerthink.eu/peerthink/content/view/145/29/lang.fr/)</a>          If the aim is to critically analyse society an exercise such as "Insult Alphabet" (Tool No. 10) from this manual is a good choice.</p>
<b>Comments, experiences and risks</b>	<p>This exercise is useful when the aim is to make participants reflect, analyse and have discussions on discrimination and how different types of discrimination interact and affect each other. It works well in a variety of groups and situations and can be combined with most other exercises focused on discrimination and intersectionality.</p>
<b>Source</b>	Bildungsteam Berlin-Brandenburg e.V., Jungs e.V. Duisburg und HVHS Frille

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