



Lifelong Learning Programme

IGIV – Guide

Pedagogical Method

Name	The bus stop
Time	60 minutes
Target Group	Youths and adults from the age of 18 and upwards
Material, space, number of rooms if needed etc.	Photos of a bus stop. Preferably one picture of a man waiting alone for the bus and another one of a woman waiting alone for the bus. Either cut outs of words explaining different social markers such as “low class”, “white”, “female”, etc. Or cut outs of pictures of people representing these things.
Work Area	Suits project level
Learning Results	
» <i>Knowledge</i>	Awareness of multiple discrimination and of intersectionality as a tool to identify this.
» <i>Skills</i>	Ability to apply an intersectional perspective in analysing day-to-day situations.
» <i>Competencies</i>	Perceptiveness and ability to reflect on an intersectional level while interpreting own or others feelings and reactions in certain situations.
Guide	<ol style="list-style-type: none"> 1. Sit down with the group in a circle. Start talking to them about discrimination in their everyday life. A suggestion to make the group “warm up” is to ask them about situations where they’ve seen discrimination take place. Let a few of the participants tell the group about their experiences. 2. When the group has been talking for a while ask all of them to imagine that they are alone on a dark, empty bus stop in the middle of the night. Show them a picture of this scenario and ask the ones who want to explain to the group how they themselves feel in this scenario. Hold up the picture of a woman waiting next to the picture of a man waiting and ask the group if they think that these two people are feeling the same things in this certain



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situation. Let a few of the participants share their thoughts.

3. After a while you choose one of the words cut out (for example “man”) and you explain to the group that while they’re waiting for the bus a person (in this case a man) comes into the scenario.
Hold the cut out (“man”) up next to the picture of the woman waiting for the bus and then afterwards next to the man waiting for the bus ask the group if they think that the two people are feeling different things in that moment.
4. Choose another word cut out (for example “black”) and put it next to the word already chosen, ask if the group thinks that the feelings or reactions of the person waiting alone by the bus stop changes depending on if the man is, for example, black.
Keep in mind that people might be uncomfortable in admitting that they themselves, change opinion or reaction in this situation so be careful about addressing participants directly. Try to talk about the imaginary people at the bus stop or about “people” in general, i.e, “do you think that people react differently if the man is black?” rather than “would you react differently if the man were black?” If people would like to share on a more personal level this is very much welcomed but it should not be pushed by the trainer.
5. After having let a few other people express their thoughts on this you pick another word (for example “handicapped”) and ask them again if they think that the two different people standing alone at a bus stop at night feel or react differently to another person coming into to the scene if he is a black man but with a certain handicap. You can here go further by asking about different kind of handicaps, if it’s a person in a wheelchair or a person who’s blind for example, does it make a difference?
6. You can keep adding or taking away word cut outs and create different constellations of social markers while continuously asking the group how they think the people at the bus stop are reacting to the different people coming waiting next to them.
As a trainer it’s important to not only ask what the group thinks the different people are feeling, but also why they think so. This question might be difficult to answer, mostly because our reactions in different situations are based on norms and a “normal answer”. When we talk about things that concerns norms, a common reactive comment is “that’s just the way it is”.



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	<p>It's important to show the group that the reactions are in fact based on norms and a good way of doing so is to not only ask about how the reactions change depending on what person comes into the scene but also depending on who the original person standing at the bus stop is.</p> <p>Does a single woman alone react the same way to a man coming to the bus stop as a man does? Does the reaction change if the scene takes place in the middle of the day instead of the middle of the night? If the country changes? If the ages of the people in the scene changes?</p>
Variant	<p>Try to set an atmosphere that's open and let the participants reflect in their own way in front of the group.</p> <p>After the reflections you explain to the group that what they've just done is to look at different situations with an intersectional perspective. You can use this moment to tell them more about intersectionality as a tool for understanding power structures in order to show that even though intersectionality might sound complicated at first, it's really something they have already been using in analysing their everyday life. Take it further by asking the group how this perspective might be useful in their work and ask them what they've learned from looking at the different situations.</p>
<p>Applicability and Limits</p> <p><i>The following should be pointed out:</i></p>	
<p>» <i>The optimal size of the group</i></p>	<p>The exercise can be conducted with a group of up to 10 participants. It only requires one trainer per group so if the number of participants is bigger and there is more than one trainer available, the group can be split into smaller groups.</p>
<p>» <i>The point of time in a certain working process when the method can be used</i></p>	<p>The level of the experiences and thoughts shared might change depending on how well the participants know each other, but the exercise is suitable for groups regardless of how familiar the participants are with each other.</p>
Suggestion for continuing work	<p>This exercise is a good way of starting up an introduction to intersectionality. If the aim is to broaden the understanding of this concept even further a good idea is to complement the exercise with a small presentation on intersectionality, for example by showing the short film "Two blue crocodiles and the gap in the system", which can be found at: www.intersect-violence.eu</p>
Source	Developed in IGIV

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