

#WeStandTogether

Anti-Discrimination Pack



Robert McFarlane & Jonny Wineberg



**COMMUNITY
FUND**



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Robert McFarlane & Jonny Wineberg

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ANTI-DISCRIMINATION PACK

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INTRODUCTION

Welcome to this pack designed to give opportunities for young people and adults to learn about issues of diversity and inclusion and challenge hate in their communities.

We may hope that in the 21st Century our society would have moved beyond outdated manifestations of hatred towards disabled people, black people, Christians, Muslims, Jews, gay men, lesbians, different genders, Gypsy people or anyone with an alternative or different lifestyle. Unfortunately we continue to see too many instances of hatred in words and deeds, the latter including atrocities perpetrated at concerts, schools, Mosques, Synagogues, Churches, gay bars and other venues in the UK and around the world.

We also see too many instances of people responding to hate speech with opposing hate speech, creating a poisonous climate where discourse stops being about solutions and instead is about disagreeing on what the problem is, often presenting 'alternative facts'. Whilst many people may brush off such rhetoric as not affecting them, the reality is that conversations that should be civil are becoming hostile. When people cannot agree about the facts of a matter, the frustration rises and reasonableness is lost. When such polarised views are being reinforced by engagement with the echo chambers of social media, it is difficult to see how respect and dignity can be restored.

For #WeStandTogether, the solution is togetherness and dialogue. We look for people to create opportunities to meet with their peers in neighbourhoods, find out about each other and, as well as enjoy areas of agreement, celebrate their differences. Building respect and understanding as people connect helps us feel safer and happier.

This pack is a resource to be used by and with young people and adults, especially in schools, youth and community groups, to achieve these outcomes. It provides programming ideas to be used when bringing groups of people from a variety of different communities together. It is our aim that people from different groups in society are able to understand the effects that prejudice and discrimination have, through taking part in activities together. By enjoying working with others and actively learning together we can build empathy for differences we may find and play an active role towards the deterrence of discrimination today.

Jonny Wineberg

#WeStandTogether Director of Operations, September 2019.

HOW TO USE THIS PACK

You can use the pack in many ways and we encourage you to use it how best suits you. However, its main purpose is as a resource to bring different groups together and we urge you to prioritise that.

You should find the way in which you and your peers, pupils, members, congregants or community, believe discrimination and its implications will be best understood, by looking through the programmes and planning your session(s) accordingly. The pack is designed for use with those in their teenage years and upwards. It should be for each facilitator or group as a whole to decide what is appropriate and, where necessary, adapt activities to best fit their particular group.

Wherever possible, include some of the participants in the planning and delivery of the session. That will help it to be delivered in a way that is most accessible to their peers.

Any timings given are adaptable and should be reviewed before sessions are delivered. Indeed, facilitators/teachers may decide to be flexible with their timings, possible planning a combination of sessions or splitting workshops over multiple sessions.

Ensure that you plan according to the time you have available. Always leave time for discussion, especially to address difficult issues that arise. Also have a clear route for issues to be addressed after the session where needed. See the section on 'Discussions' for more tips on how respond to disagreements, concerns, conflicts etc.

GROUND RULES

It is essential to set clear ground rules with all participants before implementing any of these sessions. These should include, as a minimum:

- *People can share personal experiences and opinions. When we disagree, we do so with respect. This is about listening and sharing.*
- *All discourse should be undertaken in a spirit of understanding and hearing others*
- *Disagreement should be seen as an opportunity to learn not for conflict*

EVALUATION

It is important to evaluate how well the objectives of a workshops were achieved as well as what participants thought of the workshop content and if it met their needs and interests. We have included an example of an evaluation form here. However, this should be amended in line with the objectives for a particular workshop.

Always remember to analyse the evaluations so that you can make informed decisions about future work.

WORKSHOP EVALUATION SHEET

Thank you for taking part in this workshop. As part of the evaluation, please can you answer the following statements by circling the number which best reflects your opinion.

1. How useful did you find this workshop?
Not at all **0** **2** **4** **6** **8** **10** Extremely
2. How well did you understand discrimination before this workshop?
Not at all **0** **2** **4** **6** **8** **10** Extremely
3. How well do you understand discrimination now?
Not at all **0** **2** **4** **6** **8** **10** Extremely
4. How well did you understand diversity before this workshop?
Not at all **0** **2** **4** **6** **8** **10** Extremely
5. How well do you understand diversity now?
Not at all **0** **2** **4** **6** **8** **10** Extremely
6. How, if at all, did the workshop change your understanding of discrimination and diversity?

7. Have you increased your empathy towards those experiencing discrimination and prejudice?
Not at all **0** **2** **4** **6** **8** **10** Hugely
8. Do you now feel more confident to be able to challenge discrimination if I see it?
Not at all **0** **2** **4** **6** **8** **10** Hugely
9. How, if at all, did the workshop change your empathy and confidence?

10. How effective was the style of the trainer/s?
Not at all **0** **2** **4** **6** **8** **10** Extremely
11. What were the most positive aspects of the workshop

12. What would improve future workshops?

13. Do you now want to do more to help improve community cohesion locally?
Not at all **0** **2** **4** **6** **8** **10** Definitely

If you want to be kept informed of opportunities from #WeStandTogether to help develop community cohesion, or on our activities, please give your details (email, mobile, social media) below:

Name: Email:@.....

Mobile No: Social Media: @.....

(Please write on the back if you need more room for any answer)

Many thanks for your feedback

GLOSSARY OF TERMS

LGBTQ+

LGBTQ+ stands for lesbian, gay, bisexual, transgender, questioning plus other sexual and gender identities including pansexual, asexual, omnisexual and inter-sex. It is an inclusive way to refer to those who don't identify as straight or cisgender (someone whose sense of personal identity and gender corresponds with their birth sex).

DISABILITIES

Disabilities is an umbrella term, covering physical or mental conditions that limit a person's movements, senses or activities. The social model of disability says that people are disabled by barriers in society, not their impairment or difference. Barriers can be physical, like buildings not having accessible toilets, or caused by people's attitudes to difference, like assuming disabled people can't do certain things.

PREJUDICE

Prejudice is an affective feeling towards a person or group based often on that person's perceived group membership. The word is often used to refer to preconceived, usually unfavourable, feelings towards people or a person because of their race, ethnicity, sexuality, religion, political affiliation, sex, gender, beliefs, values, age, social class, education or other personal characteristics.

DISCRIMINATION

Discrimination is the differential treatment towards a person in response to a prejudice. This is often expressed as negative behaviour or action, such as excluding or attacking someone, but can also be positive e.g. when looking to recruit a disabled person for a job.

PRIVILEGE

Privilege is an advantage that a person or a group of people has, usually because of their position or status.

BIAS

Preference that inhibits impartial judgement

FAITH

Faith is a broad term that covers different religions, spiritual convictions or other code of belief that a person adheres to as way of directing their life choices and behaviour.

AGNOSTICISM

Agnosticism is the view that nothing is known or can be known of the existence or nature of God or any other phenomena beyond one's own experience.

ATHEISM

Atheism is the absence of belief, or disbelief, in the existence of deities.

MARGINALISED

When a person is marginalised, their needs are seen to be unimportant by those in a position of authority. Example: A school providing only beef sandwiches for a trip out, without catering for those who don't eat meat. Those who have been marginalised may also feel a sense of powerlessness.

SOCIAL JUSTICE

Social Justice is the belief and taking action to ensure that there should be fair and proper treatment of all people irrespective of their ethnic origin, gender, sexuality, race, disability, religion, wealth etc. Everyone should be treated equally and without prejudice.

HATE CRIME

These are crimes committed against someone because of their perceived disability, transgender identity, race, religion or belief, alternative sub-culture or sexual orientation. These can include;

- Threatening language or behaviour
- Assault
- Robbery
- Damage to property
- Inciting others to commit hate crimes

STEREOTYPE

Stereotyping is the assumption that everyone in a particular group behaves in the same way.

DISCUSSIONS

Ask Don't Tell

All the workshops in this pack are designed as opportunities for experiential learning. They are intended to stimulate discussion, advance learning and improve positivity of those involved towards others with different backgrounds or beliefs. In order to enable this, it is important that participants are given the opportunity to reach their own conclusions and not told what is 'correct', 'unacceptable', 'appropriate' or other judgemental view.

An effective way to do this is by framing feedback as questions, enabling participants to respond and minimising them taking a defensive posture. Open questions - Who, Why, What, Where, When and How - can be used to convey your thoughts as constructive possibilities rather than critical assessments. Rather than jumping in to directly challenge, however respectfully, take the time to understand the other person's position. "What leads you to think that?" "I can see it makes you upset/angry/sad, why is that?" "Can you tell me more?" This enables you to move to more constructive and supportive challenging based on the person's own agenda.

An example might be where someone has expressed a view that there are some jobs that women cannot do, like a soldier or construction worker. Telling someone that this is wrong would, clearly, elicit a defensive response. Instead, a constructive question could be, "How do you feel about the fact that over 10% of UK armed forces and 14% of construction workers are female and rising?" This gives them factual information that challenges their perception and invites them to address feelings.

Other questions such as, "What would enable better support for women who serve in the army?" or "If you were a woman wanting to be a professional in the construction industry, how would you go about it?" could be asked to elicit empathy.

Don't expect using such questions to change attitudes immediately but they will help participants consider their viewpoints rather than initiating an argument and, potentially, further embedding stereotypes or prejudices.

Dealing with Conflict

Conflicts within discussions will be expressed by a confrontation. A confrontation is a specific, pivotal event in a conflict, usually face-to-face, where people have different ideas or goals. Some conflicts start with a confrontation, others brew for some time before a confrontation forces the people involved to deal with it. Be aware that, when you see a confrontation, it may not be the first occurrence of this conflict being verbalised.

Confrontations give us the opportunity to clear the air, define the problem, take charge and start working on a solution. You should therefore take this as an opportunity for constructive dialogue and not try and just move on with the workshop and gloss over differences. Ask all involved to see this as a learning opportunity.

Active listening skills are the most important to use during a confrontation. You can use the following methodology to enable the confrontation to be constructive, rather than destructive, and prevent prolonging the conflict:

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- Ask those in conflict to express themselves with 'I-messages'. An I-message is a chance for someone to state their perception of the situation, their feelings and their desire to find a solution to the problem without blaming someone for it.
- Occasionally you may need to be the first to express an I-message. In this case, clearly state your perception of the situation, your feelings and your desire to find a solution to the problem.
- Immediately following the confrontation, shift to active listening in order to help those involved also express their perceptions, feelings and desires. Use 'Ask Don't Tell' throughout the process.
- Ensure everyone has space to say their piece by asking them to be heard out. Ask everyone to practice active listening whilst they are being confronted with the I-message. They should be asked to not simply hear the words but listen for the feelings and try and empathise with what the speaker is saying. They should not interrupt, listen for as long as necessary so that each speaker says everything they feel is needed to express themselves and blow off steam.
- Offer feedback, and invite others to give feedback, to let those involved in the conflict know you have heard them, and to give them an opportunity to correct your perceptions.
- If the person expresses a lot of anger, see if you can pick up clues as to the person's 'first feelings' (those that occur before anger). If you can, feed those back and see if you can help the person acknowledge those feelings.
- Do not feel that you have to reach agreement or compromise, and ensure the group understands this also. Reaching respect for another view is often good progress and can be a resolution to conflict.
- Where a view is discriminatory or offensive towards another person or group, it should be made clear that this is not acceptable. A request to re-frame what they are saying so that it does not distress others can be made with an expectation that this is agreeable.
- Where someone chooses not to re-frame discriminatory or offensive language, other processes may be triggered such as disciplinary or complaints procedures. However, every opportunity should be given for them to find a constructive solution through this model, or other conflict resolution or mediation technique, to avoid this.

Addressing Unconscious Bias

It is important to recognise that unconscious bias is actually rooted in human evolution. Humans evolved so that our brains would have the subconscious ability to process hundreds of pieces of information in an instant. Without this ability, decisions such as whether to flee or fight would have taken far too long, meaning our ancestors could have ended up as food rather than surviving!

This same ability now enables us to live our daily lives without the complication of having to thoughtfully process every decision we make. However, it also has a clear disadvantage in that we can reach inappropriate conclusions about people and situations taking action based on our biases.

Ensure that those involved in workshops understand this and do not look to jump on any comment they consider inappropriate. Reiterating the ground rules may help here as well as reinforcing the fact that our conscious thoughts represent a tiny fraction of the processes of our mind compared to our unconscious thoughts.

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Accepting that everyone has biases is also helpful in removing the stress from difficult conversations. As human beings it is useful to be aware of this basic fact of evolution and not to be ashamed by it.

Common triggers of unconscious biases include:

- **Associating** certain tasks or job roles with particular characteristics of a person. This may be gender, colour, race or other features.
- **Stereotyping** based on fitting in with peer/family norms, extrapolation of previous experiences or media portrayals of people with minority characteristics.
- **Assuming** additional factors where there is limited information to go on so that we can reach a quick conclusion or judgement.
- **Distraction** where our conscious mind is dealing with other, possibly complicated, matters.

The collective impact of these biases can accumulate over time leading to discrimination against minority groups. This is often the case where people refer to institutional or systemic discrimination resulting from a series of inapt decisions.

One of the results of unconscious bias can be the lack of diversity within a workplace or team. Research aplenty has evidenced the value in having such diversity as it leads to increased innovation and performance. This is particularly useful in addressing complex problems where a variety of perspectives can produce atypical solutions.

In trying to overcome unconscious biases, set clear criteria for success and measure against them. For example, using objective Person Specifications and structured interviews for job recruitment.

Unconscious bias is often manifested in non-malicious ways. For example, when YouTube launched its first app for Apple's iOS, 5-10% of videos appeared upside-down because the engineers had unconsciously optimized the app for right-handed users.

Safeguarding

There is the potential within workshops for a participant, be they a young person or vulnerable adult, to be affected in various ways. Experiences such as bullying, sexual relations, drug use, eating disorders or other matters may be raised and need to have a supportive response. Facilitators should be aware of their limitations both in terms of their own aptitude and training as well as within the role being undertaken. They should be ready and able to offer responses to concerns but, where they feel that issues raised go beyond their capability, should look to elicit support from an appropriate, qualified practitioner in the relevant area.

Where a workshop facilitator is employed by an organisation, they should be familiar with their organisation's safeguarding procedures and guidance and follow them. Where an outside facilitator is engaged by an organisation, they should, as a minimum, know whom to contact to express concerns and, if possible, familiarise themselves with their safeguarding procedures and guidance. Any facilitator should have a good knowledge of safeguarding procedures and how to apply them.

It may be that a discussion in, or resulting from, a workshop suggests the possibility of abuse, even when such issues were not the focus of the session. A participant, whether a child or an adult, may indicate past or present abuse that requires action on the part of a facilitator.

The facilitator must be familiar with safeguarding procedures and guidance and, in particular, know whom to contact to express concerns or make a referral to Social Services. In situations where a participant openly refers to abuse, the facilitator should check back what is being said and make it clear that they will need to pass this information to the person



responsible for such matters within the organisation. It is not the responsibility of the facilitator to investigate or probe further. The role is to listen carefully, note what is said, give reassurances where appropriate and seek advice as soon as practicable to do so.

If asked about keeping information about potential or actual abuse secret, the facilitator should explain immediately and clearly that such information cannot be kept secret and will be passed on to the person responsible for such matters within the organisation and referred to the relevant local authority.

An allegation of abuse or neglect may lead to a criminal investigation, so a facilitator must not do anything that may jeopardise police inquiries such as asking leading questions or attempting to investigate the allegations of abuse.

THE PERFECT ROLE MODEL

Objectives:

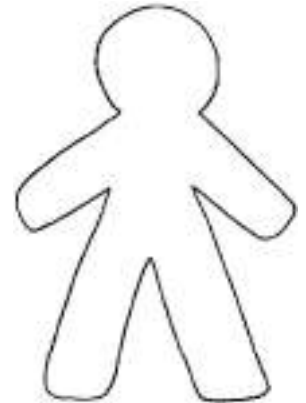
- Identify characteristics that people can aspire to.
- Recognise the characteristics that they possess.
- Build respect for different characteristics that others admire.

Resources needed: Paper and Pens/Pencils

Instructions

Step 1

Hand out the worksheet then, by yourself, write or draw on your silhouette what makes a good Role Model. **5 mins**



As participants construct their Role Model, ask them to consider the following questions:

What colour are they?

What gender are they?

What religion are they?

What nationality/ethnicity are they?

How old are they?

What is their sexual orientation?

Do they have a disability?

How wealthy are they?

Are they in a relationship?

What level of education do they have?

Step 2

Get into groups of 4 to share your ideas and construct a Role Model that you all agree with. **10 mins**

Step 3

Combine the groups so there are 2 large groups and repeat step. **10 mins**

Step 4

Facilitator brings the 2 groups together and repeats the process. **15 mins**

Step 5

Individually, write down the characteristics that:

- you think you share with the Role Model you have helped create
- you would like to have or develop

10 mins

Step 6

Back in the large group, discuss:

- what similarities you think you have with your perfect role model
- what you need to do to become your role model
- what characteristics of other people's role models you admire
- what responsibility one feels to challenge discrimination based on different characteristics

15-20 mins

Step 7

Action Plan - write 3 things that you will change to become the role model you wish to be.

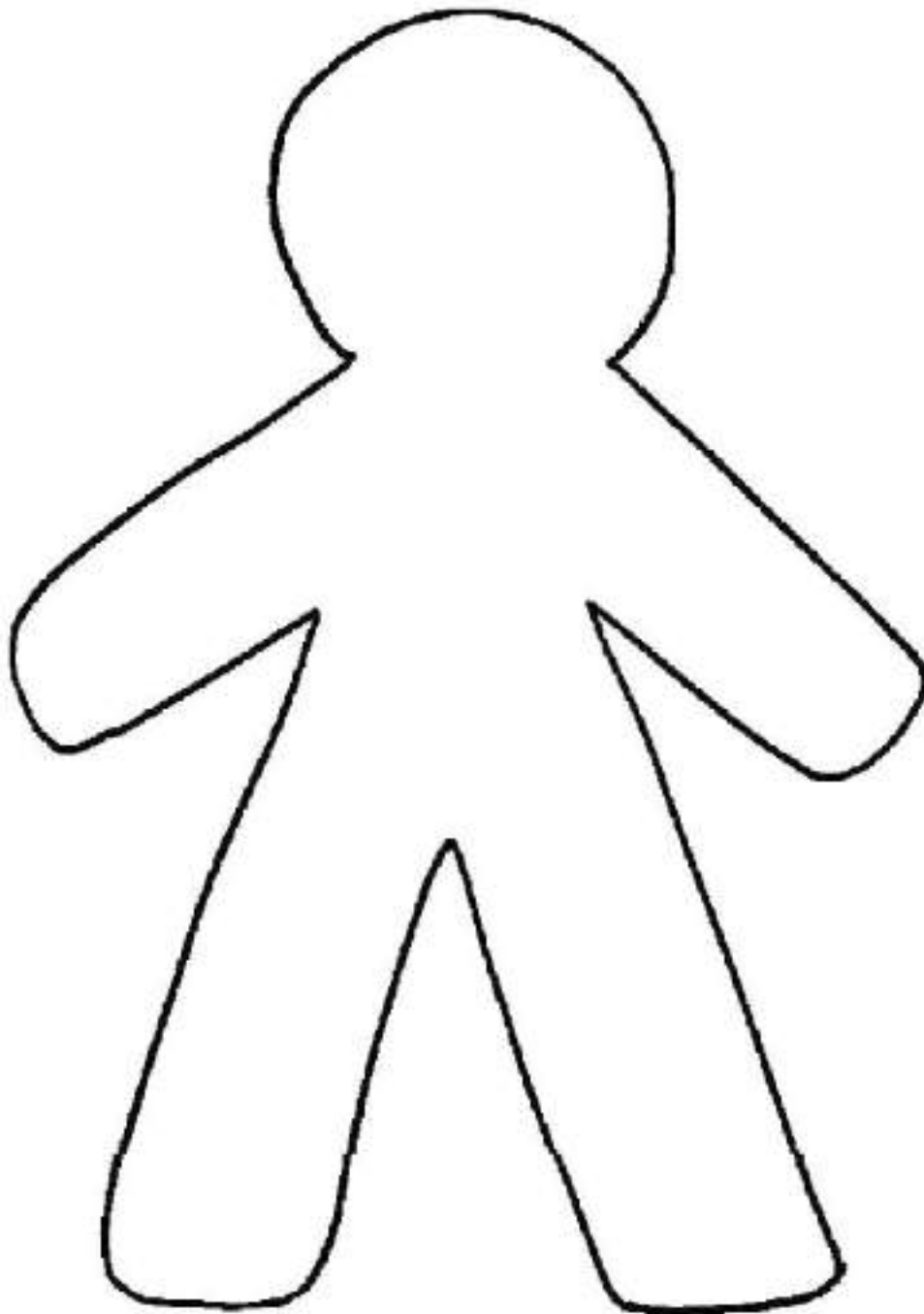
*To save time, step 2 or 3 can be removed.

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THE PERFECT ROLE MODEL



THE PROBLEM TREE

Objectives:

- Participants are able to identify and describe specific problems and the outcomes.
- Participants are able to describe potential solutions to problems identified within a school, organisation or community.
- Generate a united response to problems, especially those affecting a minority.
- Participants better understand problems faced by others in their community.

Resources needed: Flipchart paper / Markers / Sticky Tape / Blu Tack

Instructions:

Divide the large group into smaller groups of no more than 8.
Draw the trunk of a tree in the middle of 4 flipchart sheets that have been taped together for each group.

STAGE ONE

Step 1

Each group has 15 minutes to define a key problem in their school, organisation or community that they believe needs to be addressed. The group should be encouraged to look for a problem that affects a minority of people rather than the majority. Ask someone from each group writes in the centre of the tree trunk, the core problem that needs to be solved. For example, “disability access in our school.”

(You may wish to add an additional first step where people can share an issue they personally struggle with in their school/organisation? For 1-2 minutes each. This could enable a problem to be identified that would otherwise be subsumed by the majority.)

Step 2

Ask participants to contribute at least one original thought that describes either a root cause of that problem (as a root from the tree), or an outcome that happens as a consequence of that root cause (as a branch from the tree).

Step 3

Participants are free to add as they wish and encouraged to discuss their idea with the group before it is added to the tree. This should help unlock ideas from other participants and, again, ensure that minority views are seen and heard.

Once complete, the groups will have an in depth visual description of how they perceive the Core problem and how the problem manifests itself to them.

Step 4

Bring the groups back together so that they can share all identified root causes and potential outcomes. The trainer should pick out themes that are common and any individual ideas that the larger group feel needs to be added to the tree.

STAGE TWO

Still in the large group, ask/encourage participants to share ideas about what support or structures can be put in place to counter or fix a perceived problem.



The group must decide on:

- 3 things that as individuals the participants can do
- 5 things that the group can do
- 10 things that the organisation can do

This workshop session is easily adapted depending on your group's specific needs. You may wish to focus on a problem identified across the whole group or different problems that can be addressed by each small group. The latter is particularly useful in enabling those wanting to address particular concerns to focus on something they care about and to which, therefore, they will be more committed.

I AM

Objectives: Participants have improved understanding of privilege, perception and diversity.
Participants increase their empathy towards those experiencing discrimination and prejudice.

Resources needed: 6 Different coloured cards

Instructions:

Step 1 Divide into groups of no more than 10

Step 2 Each group is given 6 different coloured cards. Each individual card denotes gender, sexuality, faith, race/colour, disability and age.

Gender	Sexuality	Faith	Race	Disability	Age
Female	Gay	Muslim	African	Vision	Child
Male	Lesbian	Jewish	Caribbean	Hearing	Teenager
Non-Binary	Heterosexual	Christian	East Asian	Autistic	Adult
Trans	Bisexual	Hindu	Asian	Amputee	Elder
Intersex	Pansexual	Sikh	White European	Learning Difficulties	
Gender Fluid	Asexual	Buddhist	Black European		
		Atheist			
		Agnostic			

Step 3 Discuss in your group the person that has been created:

- Is this person privileged, underprivileged or neither?
- How would this person be seen or treated in wider society?
- Would it be safe for this person to live on your street?

Now list at least 5 things that you think you would like about being this person.

Now list at least 5 things that you think you would dislike about being this person.

If you saw this person being victimised, what would you do to assist them?

Questions to ask:

- ***What, if anything, would you change about this person?***
- ***What knowledge or skills would you want this person to have to be resilient, confident and safe?***

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IF YOU REALLY KNEW ME

Objectives:

- Participants have a better understanding of the diversity within their group
- Participants have a better understanding of their peers and themselves
- Participants can identify the experiences that contribute to the diversity of a person

Resources needed: Post-it notes, pens/pencils

Instructions

Step 1

Ask participants to write on individual post-it notes 3 different things about themselves that their friends/peers might not know about them.

Start each note with “If you really knew me, you would know that...”

Step 2

Once everyone has completed this step, gather all the post-its and display them randomly on a wall.

Step 3

Ask for a volunteer or assign one person to choose a post-it. The participant should then read the note that they have selected and read it out loud to the group. The participant should now take a guess as to who the note belongs to. Allow a brief discussion between the wider group and the participants to see if they agree or disagree with the participant’s assessment. Get the group to explain what lead them to their choices,

Once a person’s identity has been revealed, they come to the wall and choose a new post-it to read out.

This repeated until all post-it notes are read out.

Step 4

Once completed, ask the group;

What was the revelation that shocked you the most?

Are there any similarities or common interests between yourselves and the things that have been shared?

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WHAT HAS SHAPED ME

Objectives:

- Participants have a better understanding of their own diversity and the diversity within their group.
- Participants have a better understanding of their peers and of themselves.
- Participants can identify the personal and shared experiences that contribute to the diversity of a person.
- Participants empathise with their peers' background and experiences.

Instructions

Step 1: Ask participants to think about and identify three of their most defining moments in their life? Ask participants about experiences that had an effect on their behaviour since then. These may range wildly among all participants.

Step 2: Ask participants to write down their 3 choices on individual post-it notes.

Step 3: Ask each participant to share their defining moments with the group, in whatever detail they deem fit.

(This step can be done in pairs, small groups or remain as a large group)

Don't forget to thank everyone for sharing.

STAGE 2

Ask participants what they will be taking away from this exercise.

Have they learned anything useful about themselves or one of their peers that they think will help them develop as a person?

ACCEPTABLE

Objectives:

- Participants have a better understanding of what sexism is and how it manifests.
- Participants have more positive views towards other genders and sexual orientations.
- Participants have a better understanding of gender and sexual orientation.

Resources needed: Cards

A woman kissing a man	A man kissing a woman
A woman kissing a woman	A man kissing a man
A woman hitting a woman	A man hitting a man
A woman hitting a man	A man hitting a woman
A woman in a dress	A man in a dress
A woman in a suit	A man in a suit
A trans man using a men's toilet	A trans woman using a women's toilet
A trans man competing in men's sport	A trans woman competing in women's sport
A woman with a shaved head	A man with a shaved head
A woman with a pony tail	A man with a pony tail
A woman feeding a baby	A man feeding a baby
A woman crying in public	A man crying in public
A woman consoling a crying woman	A man consoling a crying man
A woman consoling a crying man	A man consoling a crying woman
A woman hugging a man	A man hugging a woman
A woman hugging a woman	A man hugging a man
A woman insulting a man	A man insulting a woman
A woman insulting a woman	A man insulting a man
A woman working as a nurse	A man working as a nurse
A woman working as a labourer	A man working as a labourer

Acceptable _____ **Unacceptable**

Instructions

Step 1: Place the cards along a line where at one end A = Acceptable and at the other end U = Unacceptable

Ask participants to do this individually. **5 mins**

Step 2: Ask participants to get into pairs to discuss their selections and debate any differences. See if anyone is willing to change their minds. **10 mins**

Step 3: Participants to come back into a large group and report back on some of the discussions that took place whilst in pairs. What were the sticking points? What were the points of agreement? **5 – 10 mins**

Step 4: Ask participants to do this as a whole group, listening to each other's points of view.

STAGE TWO

- Ask participants to do this exercise thinking about it from the point of view of wider society right now and from 20 years ago.
- How can they explain if either of these results differs from the groups?

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TOP 10

Objectives: Participants have a better understanding of unconscious bias.
Participants find ways to overcome unconscious bias.

Resources needed: Pens/pencils, worksheets

To begin, the sheets should be folded in such a way that only the first column can be seen.

Instructions

STAGE ONE

Step 1

Ask participants to fill the first column with the names of their top 10 people they socialise with the most. The list must not include any family members.

Step 2

Ask participants to unfold the sheet and complete the rest of the sheet as best as they can.

*(Only share information that you are sure the people that you place in your top 10 would be happy with you sharing. If you are unsure, **DO NOT SHARE**)*

Step 3

Once the sheet is complete, ask participants to see if their top 10 looks like them. Get participants to share with the wider group and discuss why their list looks the way it does.

STAGE TWO

Use the 'Discussion' information on 'Unconscious Bias' to help participants consider the appropriateness of their conclusions.



TOP 10

Name	Age	Gender	Race Ethnicity	Sexual Orientation	Education	Relationship Status	Religion	Job

My Name

--	--	--	--	--	--	--	--	--

WORLD VIEW

Objectives: Participants gain an improved world view in relation different identities.
Participants gain a better understanding of the dangers faced by people within the LGBTQ+ community globally.

Resources needed: Pens/pencils, worksheets

This is a simple multiple choice exercise.

- 1** **What is the current world population?**
B: **7.7 Billion**

- 2** **How many Christians are in the world?**
D: **2.4 Billion**

- 3** **How many Muslims are in the world?**
B: **1.8 Billion (22% of world population)**

- 4** **How many Jews are in the world?**
A: **14.5 Million (0.20%)**

- 5** **How many Sikhs are in the world?**
C: **30 Million (0.32%)**

- 6** **How many atheists/agnostics are there in the world?**
B: **450 – 500 Million (7% of world population)**

- 7** **How many disabled people are there in the world?**
A: **1 Billion (15%)**

- 8** **How many women are there in the world?**
C: **3.7 Billion (49.6%)** There are 101 men to 100 women. (But women live longer)

- 9** **How many white people in the world?**
A: **B: 850 Million (11.5% of world population)**

- 10** **How many LGBTQ+ people are there in the world?**
A: The truth is, we just don't know.
 - In some countries, being gay is illegal and punishable with a prison sentence.
 - In some countries, being gay could lead to you being given the death sentence.
 - There are still some countries who contend that homosexuality just does not exist in their country at all.

So whilst the stigma of being LGBTQ+ still exists in many parts of the world to varying degrees, it is understandable that some people who do identify as LGBTQ+ personally, wouldn't necessarily want to share that information with other people through fear of reprisals.

UK	3.6 Million (6%)
USA	11 Million (4.5%)

WORLD VIEW

This is a multiple choice questionnaire.

1 What is the current world population?

- A:** 6.5 Billion **B:** 7.7 Billion
C: 6.9 Billion **C:** 7.3 Billion

2 How many Christians are in the world?

- A:** 5.1 Billion **B:** 4.3 Billion
C: 3.5 Billion **D:** 2.4 Billion

3 How many Muslims are in the world?

- A:** 4.8 Billion **B:** 1.8 Billion
C: 2.8 Billion **D:** 3.8 Billion

4 How many Jews are in the world?

- A:** 14.5 Million **B:** 20 Million
C: 17.5 Million **D:** 18.9 Million

5 How many Sikhs are in the world?

- A:** 20 Million **B:** 25 Million
C: 30 Million **D:** 35 Million

6 How many atheists/agnostics are there in the world?

- A:** 350 – 400 Million **B:** 450 – 500 Million
C: 500 – 550 Million **D:** 550 – 600 Million

7 How many disabled people are there in the world?

- A:** 1 Billion **B:** 1.5 Billion
C: 2 Billion **D:** 2.5 Billion

8 How many women are there in the world?

- A:** 3.5 Billion **B:** 3.6 Billion
C: 3.7 Billion **D:** 3.8 Billion

9 How many white people in the world?

- A:** 750 Million **B:** 850 Million
C: 1 Billion **D:** 2 Billion

BONUS QUESTION

10 How many LGBTQ+ people are there in the world?

DESCRIBE DIVERSITY

Objectives:

- Participants have a better understanding of what diversity means from an individual perspective to a societal perspective.
- Participants become more positive/active participants in a diverse society.
- Participants begin to identify and critique their own views in relation to issues of equality.

Resources needed: Paper, pens

Instructions:

STAGE ONE

Step 1

Read out the following statements and definitions about diversity.

“Diversity is not a person or a group of people; it’s about you and your relationship with other people.”

“Start thinking about diversity as YOU and what makes you different or unique.”

“Diversity should also be about inclusion. Now start thinking about what people can do to ensure that you are not marginalised or excluded.”

Step 2

Ask all participants to think about, and then write down on a piece of paper what diversity means to them. **5 mins**

Step 3

Once that task has been completed ask participants to get into groups of 8 – 10 then explain and discuss their own definitions with each other. Participants may change what they have written at this stage. **10 mins**

Step 4

Still in the same groups, ask participants to sort out their definitions into one of these three piles.

PASSIVE DEFINITION	SOCIAL JUSTICE DEFINITION	ACTIVE DEFINITION
Where participants describe or give a basic statement or definition of what diversity is. E.g. “Everybody is different or equal”	Where participants describe or give a more complex statement or definition of diversity. Where issues of power, privilege or social justice are mentioned and there is a recognition that equality is a right that must be fought for.	Where participants describe taking action to ensure or protect diversity/equality. By challenging or reporting discriminatory behaviour. Or by offering support to anyone who is being victimised or marginalised.

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Step 5

Still in groups ask participants to give or think of examples of when **Social Justice** has come into play during their time at their school, youth or community group. Or when they have personally taken action to ensure/protect diversity in their school, youth group, community centre.

STAGE 2

Ask participants to imagine their school/youth/community group as a person. Get them to describe the traits of your organisation. Write these down as a list.

Once this list is complete, then in groups, discuss these descriptive words.

Do these words illustrate if your school/youth/community group is a diverse place?

Do these words show that your school/youth/community group encourages or protects diversity?

If not, why do you think that is? How do you think that you can change that?

If yes, then how do you think you can help your school/youth group improve?

STAGE 3:

- Action Plan:**
- i) Invite participants to think about and write down 3 things that they can personally do to prevent discrimination.
 - ii) Think about and write down 3 things that they can do to promote diversity.

Alternatively, move on to the **Start, Stop, Continue**, or the **Perfect Role Model** exercises.

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AGREE / DISAGREE

Notes for the trainer

Please note that these statements have been deliberately chosen, as they reflect some of the conversations that are happening in society today. Some of these statements are inflammatory.

More often than not; these are the type of statements that are repeated in public and in the media, but rarely get challenged in any meaningful way. This may lead some of your participants to hold views that may not be their own. We hope that this exercise will create a safe space in which it will allow participants to practice the art of debate, pooling valid information and experiences to challenge views/statements that may be seen as discriminatory. It will also allow participants to critique their own views, whilst learning about and exploring alternative views in a respectful way.

It is incumbent on the leader of the workshop to;

- Gauge the temperature in the group.
- Challenge any inaccurate views
- Remind participants that feelings are not facts.
- Challenge anecdotes when they are presented as facts.
- Continually remind all participants that this is an opportunity to learn about opinions that maybe different to their own. Especially for those participants who refuse to budge from a point of view, even when they have no valid or reasoned arguments to back up their stand point.
- Remind participants that it's ok to disagree with others, but they should at all times remain respectful.

The topics that will touch on issues of diversity within this exercise are racism, violence, sexism, gender identity, religion, disability, sexuality and family life.

You should decide beforehand which topics you would like to broach with participants, allowing for a full and frank discussion to take place and for a resolution to be found.

If necessary, a lighthearted statement can be used to relieve any tension.

After the completion of this exercise, we recommend that you take 10 minutes to debrief all participants.

AGREE / DISAGREE

Objectives:

- Participants have increased insight into issues of diversity and equality.
- Participants are more able to challenge prejudice constructively.
- Participants understand the importance of listening to, and respecting, other views.

Resources needed: Pens/pencils, worksheets

Instructions

Step 1

Ask participants to fill out the worksheets indicating whether they agree or disagree with each statement by placing a tick in the relevant box. At this early stage participants may feel conflicted and not want to offer an answer to a particular statement. Reassure them that they can change their answer later on, but at this point, indicate whether they feel more in agreement or disagreement. **10 mins**

Step 2

Ask all participants to stand in the middle of the room with their worksheets. Once there, inform participants that when a statement is selected and read out, they must go to either the left hand side of the room if they have agreed with that statement, or to the right hand side of the room, if they disagreed with the statement. Try and avoid allowing participants to stand in between. Remind participants that they can at any point during the discussion change their minds and move to the opposite side. **5 mins**

Step 3

For each statement, ask participants to move either right or left. Once participants have gone to either side of the room, ask why they have chosen to be on a particular side. At first it is useful to ask 3 or 4 participants from one side of the debate for their thoughts before doing the same on the other side. This way the topic is opened up and the conversation has not been narrowed by the first person's comments.

Once you feel that the conversation has dried up or there is no movement around a chosen statement, ask all participants to return to the middle again, and select a new statement. Try to include as many people as possible during this exercise, by not allowing the same people to dominate each discussion. **30 mins**

Step 4

Bring the whole group together for a debrief on the exercise. Useful questions may include:

- What have you learnt about challenging prejudice?
- What did you hear that changed your perspective on, or gave you more insight into issues of diversity and equality?
- How able were you to be constructive when disagreeing with others?
- How able were you to listen to, and respect, other views?
- What issues might you need further help to understand and address?

AGREE / DISAGREE WORKSHEET

- Be prepared to give arguments to support your stance.
- Please show respect in challenging others opinions.
- Try to listen to, and understand, why people are taking their view.

	Agree (✓)	Disagree (✓)
There are some jobs that women cannot do.		
All religion should be banned		
All adults should pay to see their doctor		
Only white people can be racist		
Everyone is born with prejudice		
Freedom of speech should not have any restrictions. You should be allowed to say anything you want		
Children are more likely to commit crime if they have no contact with their father		
Islam and Judaism and other non-British religions should not be taught in British schools. Only Christian ideology should be acceptable		
This country should not allow in any more refugees until we deal with the rise in homelessness		
It is wrong to leave one country to go to another just to earn more money for yourself or your family		
Wars are necessary		
Men should not be allowed to look after small children		
We should all become vegans in a bid to save the planet.		
Loving people the same sex as yourself is not natural		
Only households with a mother and father present ensures that children grow up able to reach their full potential		
It is possible that the moon landings were staged		

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AGREE / DISAGREE WORKSHEET

	Agree (✓)	Disagree (✓)
People who don't speak English after 2 years of living here, should be made to leave		
Racism does not exist in the UK		
Violence can be an acceptable way to deal with a disagreement		
Being gay is a choice		
The earth is flat		
Hate Crime is not a thing. There is only Crime		
Not dealing with hate can lead to murder		
We should forgive and forget about slavery		
It is a parents right to choose and impose any surgical procedure for their children that they deem fit		
All males are dogs		
Religious beliefs should always trump personal freedom		
Learning Sign Language should be made compulsory in schools. Alongside French or German.		
You don't have to tell someone that you have an STI. (Sexually Transmitted Infection)		
Doctors and Nurses should be paid as much as footballers		
A person with a disability won't be able to do their job as effectively as an able bodied person		
There is nothing wrong with preferring to have a partner of a particular race		
European features are the standard to define beauty		
Black men receive the most discrimination than any other group in the UK		
Asian men hate white women		
The Government should have the right to strip anyone of their citizenship		

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THE CHARITY

Objectives:

- Participants have increased insight into issues of diversity and equality.
- Participants gain different perspectives on equality.
- Participants understand the importance of listening to, and respecting, other views.
- Participants gain respect for the fundamental value of saving life.

Resources needed: Paper, Pens/Pencils, copies of worksheet

Time needed: Between 60 to 90 minutes

Instructions:

You are on the Steering Group of a local charity. Each year your charity donates £5,000 to a maximum of 5 local causes and it is the responsibility of the Steering Group to select the causes that you all feel are deserving of the funds.

This year 6 different groups have applied for the £5,000 fund. You are required to make a judgement as to which request/s your charity will select.

To help the Charity make its decision, you are first asked to individually rank these applications in order of importance, with 1 being most important and 6 being least important. Also, you are required to give your reasons below each request to aid group decision making. Spend around 10 minutes on this.

The group should then come together and spend around 30 minutes agreeing a final allocation by consensus. Consensus decision making is based on the belief that each person has some part of the truth and that no one has all of it. Group members should describe their reasoning briefly and listen to others to understand their reasoning. Differences should then be resolved through discussion

You must allocate all of the funds.

THE CHARITY

CAUSE	AWARD £	
<p>1. A group of 4 gay men aged 50+ living with AIDS have asked for all of the money to help them get new treatments for the disease. With these treatments they are predicted to have over two years to live; without them they have about three months. In the extra time, a breakthrough in the treatment of the illness could happen.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	
<p>2. A group of African immigrants wants £3,000 to start a support group for African people with various forms of cancer and their loved ones. The money will appoint a community worker to run the group and help the families with the details of caring for their ill relatives.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	
<p>3. A group of concerned parents of learning disabled people wants £2,000 to develop a complete educational programme on how to avoid contracting HIV. With this money they will produce a DVD and printed materials for young disabled people.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	
<p>4. A drug company has asked for all of the £5000. They will use it to conduct further research into a breakthrough drug for a new cancer treatment.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	
<p>5. A group of women who want to open a Women's Only hospice in the heart of your community for women who have terminal ovarian cancer. They have asked for the full £5000. They would to build a place where women who are terminal can die with dignity.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	
<p>6. A group of Muslim people living with AIDS, cancer and other terminal illnesses has requested all of the £5000 to set up a Hospice in the heart of your community so that Muslims and others can die with dignity.</p>	RANK	£
	<i>Reason for your Award and Rank</i>	

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STICKY GROUPS

Objectives: Participants have improved empathy for what it is like to be excluded from a larger or more dominant group.
Participants have an increased empathy towards those experiencing discrimination and prejudice.

Resources: Coloured stickers. A card with basic instructions for each group. Coloured pens/pencils. A4 paper

STAGE ONE

Step 1

Distribute 4 or 5 different coloured stickers to the group. The number of each colour of sticker should be purposefully unequal.

e.g. Red 16 Blue 6 Green 4 Yellow 5

Step 2

Ask participants to get into groups. **(DO NOT SPECIFY COLOUR)**. It is likely that groups will form on the basis of their sticker colour.

At this stage participants may ask you for guidance, you should respond by telling them that that you are not allowed to influence how they form their groups and you can only give further instructions once their groups have been formed.

Step 3

Once the groups are formed, give each group individual instructions – print below out on cards. *Spend a lot of time with the Red group and give ideas on how they can win. Let them know you want them to win.

Red group or largest group:

Try to keep your group exclusive. At the end of each round, only accept 1 member from each of the other groups into your own group. You should at all times try to strengthen your position as the largest group.

Blue group or 2nd largest group:

You can accept as many people in your group as you like. You should at all times try to grow your group.

Green group:

You can accept as many people in your group as you like, but try to keep as many original members of your group as possible

Yellow group:

You can accept as many people in your group as you like. You can ask to join other groups if you like, but try to keep your group together. Always argue that groups should be equal.

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RULES:

- Your group must recreate the image shown to you.
- 2 members of your group must be sat at your table at all times.
- You are only allowed to talk when you are sat down at your table.
- Each round will last for 5 minutes.
- Your group can only be declared the winner if the image has been recreated or your group was the closest to finishing during the time allotted.
- At the end of each round, you will have one minute break before the next activity begins.

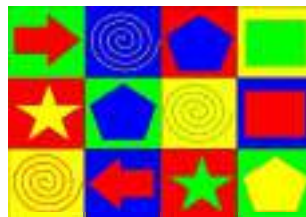
Step 4

At the end of each round, remind participants that they can reform their group or make alliances with another group if they like (respecting their original instructions).

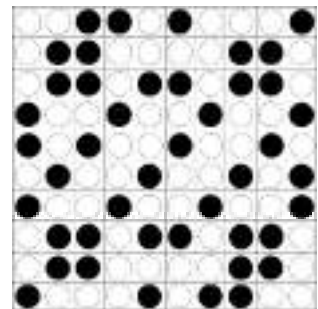
Round 1



Round 2



Round 3



STAGE TWO

After the last round has been completed, get the whole group together to debrief.

Explain to all the participants that the object of the exercise was as follows.

“This exercise was designed to have all the different groups operating as a microcosm of society. By virtue of their size, the (larger) dominant group may have an unfair advantage over other groups.”

Questions to ask in the group discussion

- Ask participants, (especially those who were in the smaller groups) how they felt the exercise went?
- Why did they form their group the way they did?
- At any point did you feel the exercise was unfair?
- If some felt it was unfair, why did they participate?
- Why didn't they insist on fairer groups?
- Were the larger or smaller groups actually at an advantage?
- Can the group think of other examples where either in school/youth group or in wider society, where different groups are disadvantaged?

In situations where you can see or witness someone being treated unfairly, what do you think you can do about it?

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STAGE THREE

Share the following information with participants.

It is often argued that

PRIVILEGE

- People who benefit in dominant systems are usually privileged.
- Privilege is unearned automatic benefits through their social membership of the dominant group.
- This might mean more power, better access to resources, education, opportunities, financial security and freedom from social and institutional discrimination.
- People also argue that privilege is programmed into our subconscious from the day we are born and reinforced on a daily basis.

Hand out the **ARE YOU PRIVILEGED** worksheet.

Group discussion

What is your score on the Privilege table?

45-60	Quite privileged
35-44	Neither privileged or not
25-34	Less privileged
Under 25	Under-privileged

Do you think that you are more or less privileged than the table makes out? Is the scoring fair?

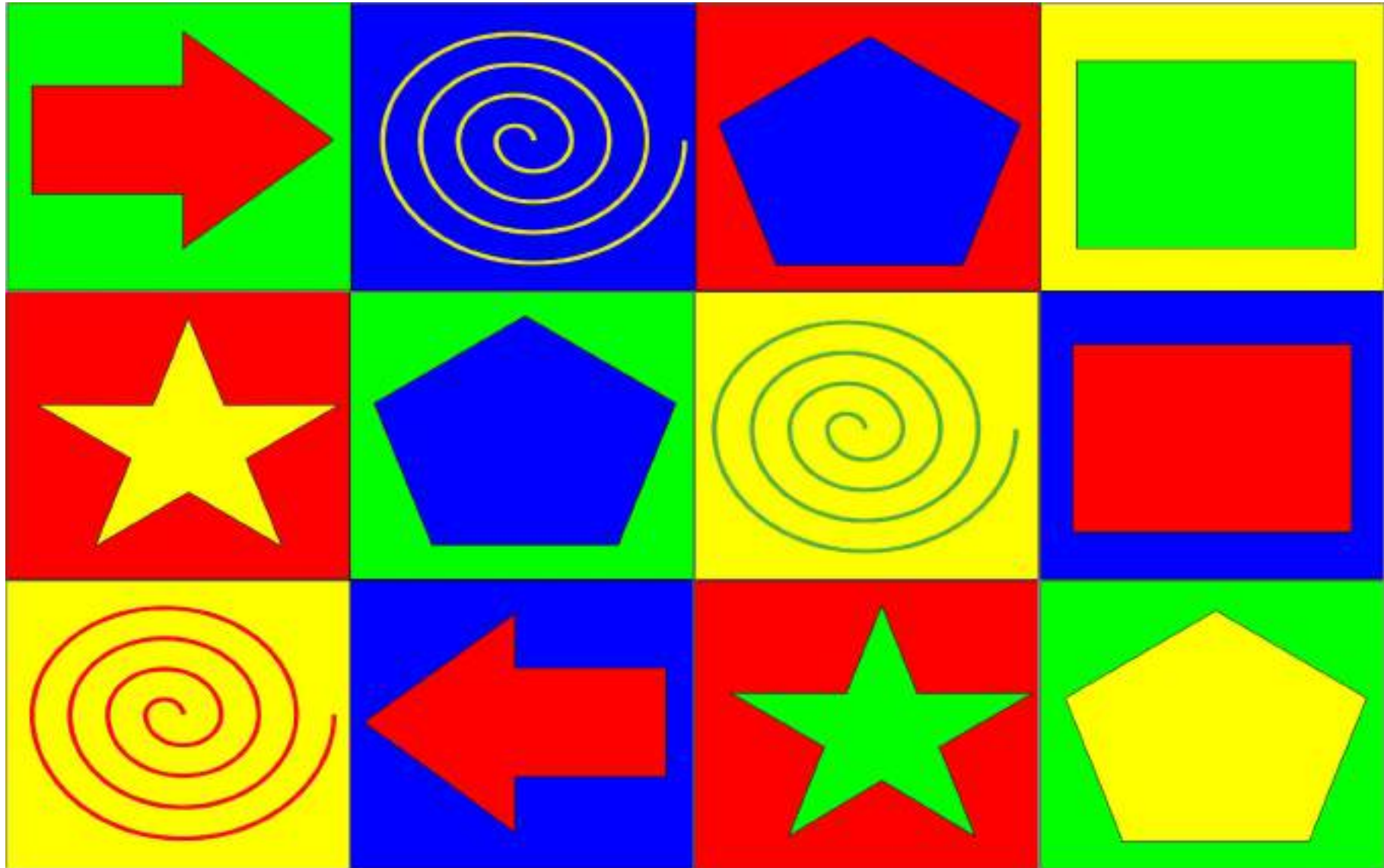
Do you think that if you share any of these characteristics you may be more privileged than those who don't?

How can we counteract privilege?

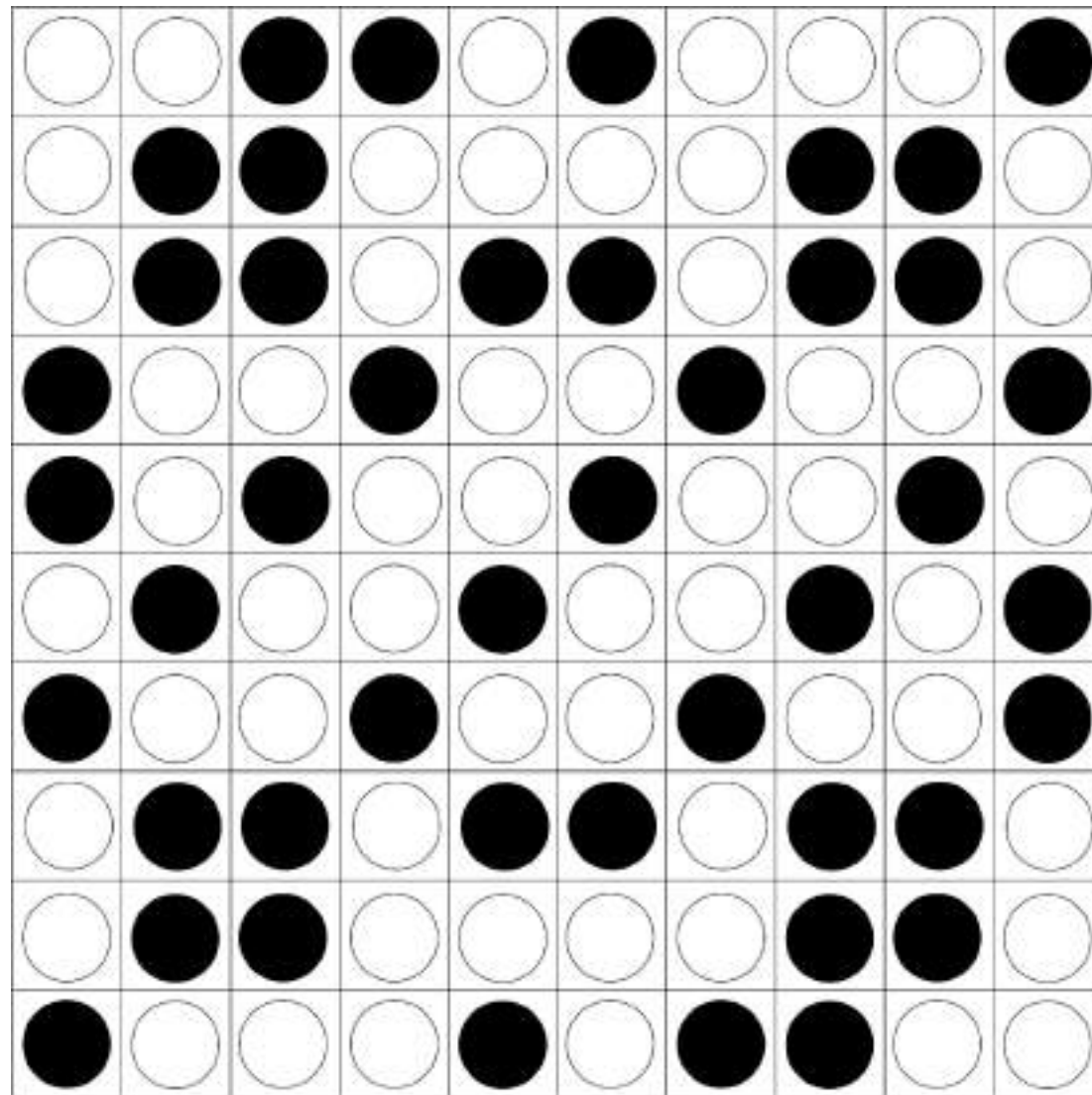
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STICKY GROUPS - Are You Privileged?

Place a tick in each box that you think describes you.

WHITE 5	MALE 3	BETWEEN 18 AND 65 3	CHRISTIAN 1
ABLE BODIED 5	HETEROSEXUAL 2	ENGLISH AS A FIRST LANGUAGE 5	WEALTHY 5
EMPLOYED 5	20/20 VISION 1	NO SPEECH IMPEDIMENT 2	TALL 1
GOOD FAMILY CONNECTIONS 5	BRITISH BORN 1	CIS 3	MARRIED 1
TWO PARENTS 2	WELL-SPOKEN 3	GOOD HEARING 2	PRIVATE SCHOOLED 5

MY NAME IDENTITY

Objective:

- Participants better understand the diversity and commonalities that exist within the group.

Although we rarely get to choose our own, first names are very important to us as a defining feature of who we are as an individual.

Our name is a highlight of our diversity, but at the same time, it can illustrate the commonalities that we may share with other people too. For instance, we all have a first name. Our name usually has a meaning. Some of us were named for a specific reason and where some of us love our name, some people really dislike their name.

Some people do change their names for various reasons ranging from just liking something different to refreshing their identity as non-binary or a different gender.

This exercise is an unobtrusive way of participants getting to know each other, which can also be quite a fun activity and useful as an icebreaker.

Resources needed: Paper, pens

Instructions

Step 1

In pairs, ask participants to share their first name with their partner. Ask participants to share all they know about their first name.

Ask the listening partner to take notes.

Give 3 minutes each for participants to question each other.

Step 2

Give the following prompts whilst participants are talking.

- Do you know who gave you your name?
- Are you named after another family member?
- Or after a famous artist or pop star?
- Have you changed your name either officially or by usage?
- What does your name mean?
- Do you like your name?
- Do people misspell it?
- Do people mispronounce it?
- Do people call you something else accidentally

Step 3

Ask participants to feedback to the wider group using the following format. This will help the group stay focussed as they go through the names of all participants.

Participant 1: "This is Elena."

Wider group: "Hi Elena"

Participant 1: "Elena was named by her dad and she shares the same name as her grandmother on her mum's side."

When the listening partner has finished their feedback, always ask if anything has been missed out and or if they have anything they would like to add?

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HUMAN BINGO

Objectives:

- Participants better understand the diversity and commonalities that exist within the group.
- Participants are more relaxed being part of the group.

Human Bingo is a popular and easy tool to use as an icebreaker. Our version of Human Bingo is intended to introduce issues around diversity and commonality whilst maintaining the fun “getting to know you” aspect of the game.

Resources needed: Worksheets, pens

Instructions

RULES:

- You cannot put your own name on your own sheet. If you know the answer to a question, then you should share that with someone if they ask you. You can then put their name down on your sheet.
- You cannot put someone’s name down on your sheet more than 3 times. So try to talk to as many people as possible.
- You can only ask the Workshop leader one question only.
- You cannot copy someone else’s sheet.
- The first person to fill all the squares and shout Bingo is the winner.

Allow a time limit of 25 minutes.

If time permits, go through the some of the boxes that has a diversity element attached, to ensure that all participants has an understanding of some of the issues raised.

Tie Break

If no one has completed their sheet after the 25 minutes has elapsed and there is a tie between 2 or more people with the same amount of boxes filled, then the person with the most individual names on their sheet will be deemed the winner.



HUMAN BINGO

OWNS A SUPERHERO T-SHIRT	CAN DESCRIBE WHAT A HATE CRIME IS	KNOWS THE FIRST VERSE OF THE NATIONAL ANTHEM	HAS HAD A HENNA TATTOO	USUALLY WAKES UP BEFORE 7 AM
KNOWS WHAT "PRIDE" IS	PLAYS BADMINTON	FAVOURITE COLOUR IS PURPLE	KNOWS THE NAME OF THEIR MP	KNOWS WHERE TO FIND SKULL TROOPER, THE REAPER & RAPTOR
LIKES GRIME	VISITS A RELIGIOUS BUILDING AT LEAST 3 TIMES A YEAR	PLAYS A TEAM SPORT	HAS TRAVELLED OUTSIDE EUROPE	KNOWS ALL THE MEMBERS OF LITTLE MIX
KNOWS THE NAME OF THE PRIME MINISTER	CAN SPEAK AT LEAST 2 LANGUAGES	KNOWS WHAT THE DORA MILAJE IS	CAN PLAY A MUSICAL INSTRUMENT	HAS NEVER BEEN INSIDE A RELIGIOUS BUILDING
IS RELATED TO SOMEONE WHO HAS A DISABILITY	HAS BEEN ON A DEMONSTRATION	HAS EATEN PLAINTAIN	HAS MORE THAN TWO SIBLINGS	HAS ATTENDED A PREMIER LEAGUE FOOTBALL MATCH

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MANTRA

Objectives:

- Participants have improved self-worth.
- Participants are less likely to use negative language to others.

Resources needed: Paper, pens

Instructions

Step 1

In the large group, ask participants to think about your life to this point. Think about all the negative things that have been said to you and have stayed with you. You don't need to share it with the group, but it will be useful to give a few examples. Focus on one particular comment. Remember who said it to you, who repeated it. Why you think they said what they said?

Step 2:

Now write down up to 5 opposite comments to the negative thing/s that were said to you, e.g. negative comment "You are ugly" change to "You are beautiful", "You are unique" etc.

Step 3:

Number each person 1- 4 then get the group into a circle with their chairs facing outwards.

Explain to the group that they are all going to repeat their list as a mantra. When they hear their number called they should stop speaking and close their eyes and listen carefully to all the messages that are being communicated to them.

Ask everyone to link arms then begin the chant.

Step 4:

Once complete, ask group to turn their chairs around. Ask the group what they thought of the exercise. Could they hear similar things that they wrote down being chanted?

Step 5

Ask participants to think about the negative things that they may have said to people.

- Do you think that if they were here now, they'd be using the things that you have said as their examples?
- If so, how does that make you feel?
- Why do you think we give out so many negative messages to people?
- How is social media impacting on how we receive positive or negative messages?

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COMFORT ZONE

Objectives: Participants are more able to honestly reflect on their feelings and behaviour towards others
Participants are more able to challenge discriminatory behaviour.
Participants have increased empathy towards those from different backgrounds
Participants have increased positive regard towards those from different backgrounds



Resources needed: Pens/pencils, worksheets

Instructions:

Step 1:

Write the number of each scenario in one of the three circles on the worksheet.

The outer circle is the “Extremely Uncomfortable Zone.”

The middle circle is the “Challenging Zone.”

The inner circle is the ultimate “Comfort Zone”

Step 2:

Set up three different areas in the room to replicate the three zones mentioned. Once complete, the workshop leader should go through the scenario list at random, asking participants in what zone are they in.

Step 3:

Ask participants why they have chosen their particular zone, focussing on those who feel less comfortable about a particular scenario. Ask those participants to explore what it is that makes them feel uncomfortable.

If there are participants in the Comfort Zone, ask them why they feel comfortable.

What can those who are in the Comfort Zone share with those on the outside, for them to be able to step into the Comfort Zone?

Give feedback - ***What does it take to be comfortable in uncomfortable situations?***

- ***Being honest*** – that you are feeling uncomfortable, but also be specific about what is making you uncomfortable
- ***Showing integrity*** – that you follow moral principles that include positive regard for others, checking your reactions so they do not add to the discriminatory experiences that people face
- ***Empathy*** – trying to put yourself in others shoes and understand their point of view
- ***Justice*** – believing in fairness towards others and treating them with genuine respect

COMFORT ZONE

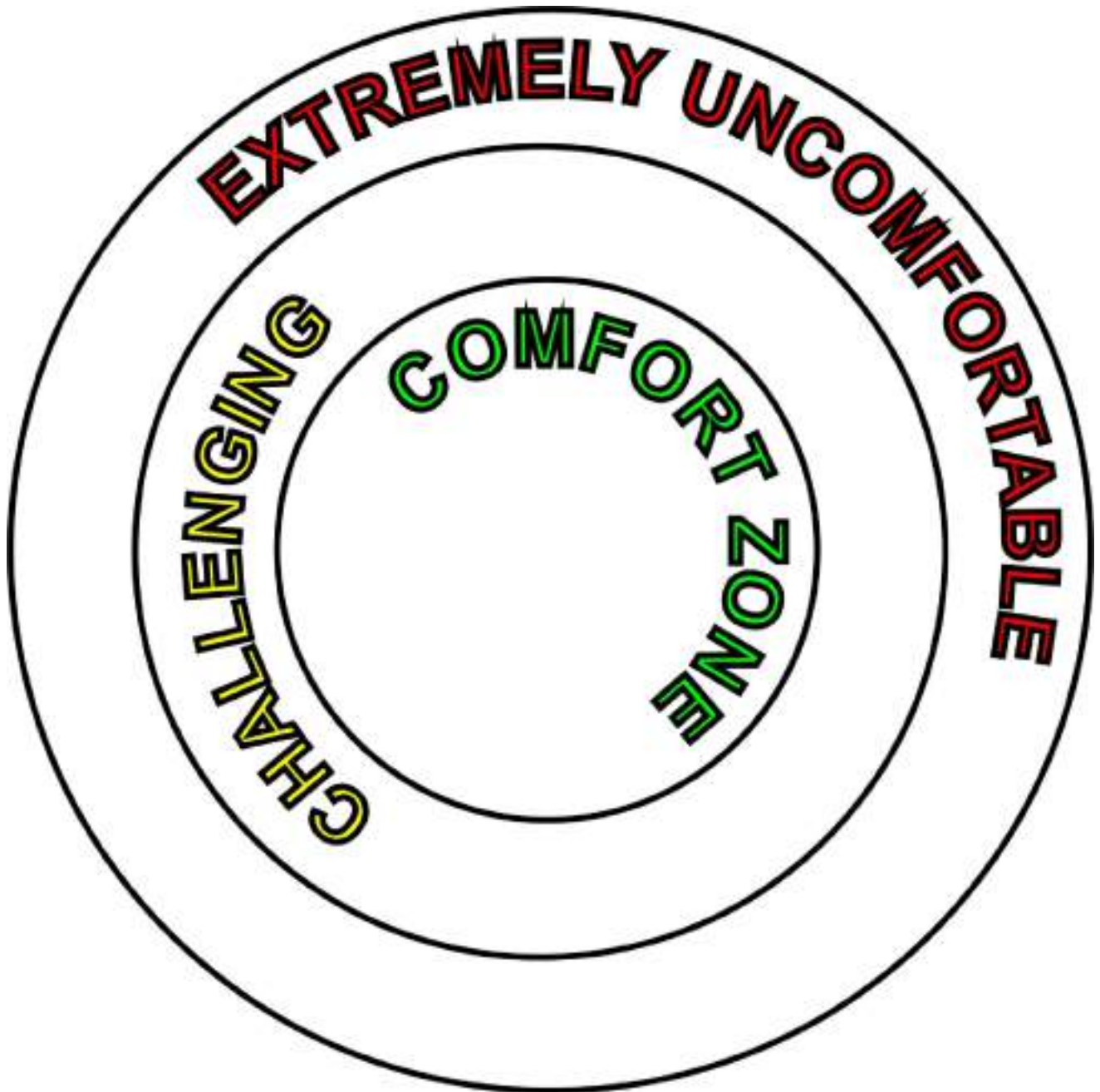
1. You are asked to hold a snake around your neck to take a picture at a family fun day.	16. Your elderly relatives keep making racist comments any time a Black person appears on the TV. You ask them to stop.
2. Whilst on public transport, a female couple start kissing in front on you.	17. Whilst on public transport a male couple start kissing in front of you.
3. Your friend asks you to hold their pet rat.	18. An old man asks you for your help to cross a very busy road.
4. Your Ex invites you to their birthday party and when you get there, you realise that they have a new partner.	19. A woman asks you for directions and you notice that she is carrying a white walking stick.
5. Your friend asks you to hold their pet rabbit whilst they clean the hutch.	20. Your friend asks you to hold their pet gerbil while they clean the cage.
6. After weeks of secrecy, your 19 year old brother brings home his latest partner who happens to be trans.	21. After weeks of secrecy, your 19 year old sister brings home her latest partner who happens to be an older man.
7. You have to tell the server at a fast food restaurant that they got your order wrong.	22. Your friend asks you to hold their pet mouse whilst they clean the cage.
8. Whilst on public transport a young couple (male/female) start kissing in front of you.	23. You have to move a spider out of your room without killing it.
9. An older pupil at your school asks you to keep a knife for them until the end of the day.	24. After weeks of secrecy, your 19 year old brother brings home his latest partner who happens to be an older man.
10. Your sister confides in you that she might have feelings for one of her female friends and asks for your advice.	25. After weeks of secrecy, your 19 year old brother brings home his latest partner who happens to be an older woman.
11. You are asked to go an event to represent your school/youth group, but when you get there you realise that you are the only person that doesn't know anyone.	26. You are trying to get your point across within a group setting, but you are being continually interrupted by the same person.
12. You confront a group of six young people who are harassing a slightly older boy who has a learning disability.	27. Whilst on public transport an elderly couple (male/female) start kissing in front of you
13. A girl you know starts hitting her partner in the street.	28. A family member announces that they wish to convert to a different religion.
14. A boy you know starts shouting at his partner in the street. His partner has a disability and looks visibly shaken and frightened.	29. After weeks of secrecy, your 19 year old sister brings home her latest partner who happens to be an older woman who can only communicate using sign language.
15. Your best friend confides in you that they think they are gay.	

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COMFORT ZONE



STOP START CONTINUE

Objectives: Participants identify which anti-discrimination initiatives are working in your school/youth group/community and which need addressing
Participants identify potential solutions to identified problems
Participants feel more a part of the solution to ensuring social cohesion

Resources needed: Pens/pencils, worksheets

Instructions

This is a brainstorm exercise for participants to consider all the initiatives and structures that may or may not be useful to your youth group, school, organisation.

Step 1

Ask participants individually to:

- write down at least 3 things that they think their school / youth group / community should **CONTINUE** doing to improve or maintain cohesion.
- write down at least 3 things that they think their school / youth group / community should **STOP** doing to improve cohesion because you believe that it is not working.
- write down as many things that they can think of that their school / youth group / community should **START** doing to improve cohesion.

This should take around **5 mins**

Step 2

Ask them to meet up with 3 or 4 others and combine their lists, in particular honing their ideas for what could **START**. **15 mins**

Step 3

Bring the groups back together and discuss your findings in the larger group.

Look at what the groups have said to **CONTINUE** and **STOP** and try and reach consensus on these. **10 mins**

The main focus should be on the **START** proposals. Discuss the pros and cons of ideas proposed and how they could be implemented.

- i) Will people be safe if a new initiative is introduced?
- ii) Will anyone be negatively singled out as a result?
- iii) Do you think that people will want to engage positively?

Step 4

If possible, agree next steps towards implementation and agree a timeframe to progress new initiatives.



STOP START CONTINUE

STOP	CONTINUE	START

THE SHIP

Objectives:

- Participants have a better understanding of the consequences of discrimination
- Participants understand the importance of listening to, and respecting, other views.
- Participants have a better understanding of how discriminatory views are presented
- Participants understand that majority views are not necessarily right
- Participants gain respect for the fundamental value of saving life

Resources needed: Pens/pencils, worksheets

Instructions

Step 1

Split your group into 4 different groups and one person who wishes to volunteer to be the Prime Minister. If necessary, hold an election to decide.

Step 2

Ask the Prime Minister to choose their Chief of Staff, who will be their main adviser.

Step 3

1. Once in groups, read out Bulletin One. It can be fun to do this as a radio or TV bulletin.
2. Now give each group their brief.
3. Then allow a short discussion between the individual groups to plan what they are going to advise the Prime Minister. **5-10 mins.**
Whilst this is happening, brief the Prime Minister separately as to their task, which is to ensure all groups have a fair say in influencing their decision. Also emphasise that they **cannot** make a final decision until you announce that they are going to make a statement (i.e. before the final bulletin).
4. Bring the Prime Minister back in to hear all the initial arguments. **10 mins**

Step 4

Read out Bulletin Two after all groups have had a say. Then read out Bulletin Three after a further 10 minutes and Bulletin Four after another 10 minutes.

Step 5

Before reading out the final bulletin, ask the Prime Minister to announce whether they will be destroying the ship or allowing it to dock.

Step 6

Ask the different groups how it felt representing the role they had been given, in particular if it help a view with which they did not agree?

- How did it feel for most being part of a majority view to destroy the ship?
- How did it feel for those in the minority from the Civil Liberties Board?
- How did it feel for the Prime Minister in trying to give all views equal weight?

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THE MINISTRY OF DEFENCE

Confidential Briefing Paper

THE FOLLOWING INFORMATION IS TOP SECRET.

IT IS IMPERATIVE THAT YOU DO **NOT** DISCUSS THIS MATERIAL WITH ANY OTHER PERSON EXCEPT THOSE IN YOUR GROUP.

Briefing

You are senior politicians who run the Ministry of Defence. Your Department is responsible for protecting the defensive and security interests of the United Kingdom. The Prime Minister has called on you for your advice on how to deal with this present “threat”.

Your main concern is always to prevent any external threat to the country. Not only are you concerned with unfriendly nations and the possibility of terrorist attacks, but over the last few years a new concern has been brought to your attention. Whilst international diplomacy has been very successful, it has resulted in our country moving to a more peaceful footing. The obvious consequences of this, has meant that the Ministry of Defence and the Armed Forces that you have responsibility for, has shrunk considerably over the years, suffering many job cuts. This in turn has weakened your Departments position within the government.

You should now see this crisis as an opportunity for you to improve the standing of your Department within the government. If handled well, it would also improve your chances of you becoming a future leader. You just need to take charge of this situation and show real leadership. If the ship can be destroyed whilst in international waters, it is possible that the scare created could result in a renewed future for the Ministry and the armed forces. But, if you let the ship drift into British waters, it is unlikely that your Ministry will benefit from this and that you will be seen as weak and directionless.

- Every few minutes you will receive an update of this crisis, via a bulletin.
- These bulletins will be read to you.
- You do not know how many bulletins will be announced or when the last one will be read.
- The Prime Minister will make their decision based on the advice that you present and that decision can be made right up until the last bulletin is read.

KEY INSTRUCTIONS

It is your responsibility, using whatever information or arguments necessary, to convince the Prime Minister **NOT** to allow the ship to enter the UK waters. You must try to convince the Prime Minister that to safeguard the security of the country they must destroy the ship and not take any risks. To accomplish this you might need to stretch the truth or exaggerate certain points.

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THE CONFEDERATION OF BRITISH INDUSTRY

Confidential Briefing Paper

THE FOLLOWING INFORMATION IS TOP SECRET.

IT IS IMPERATIVE THAT YOU DO NOT DISCUSS THIS MATERIAL WITH ANY OTHER PERSONS EXCEPT THOSE IN YOUR GROUP.

Briefing

You are representatives of the largest industrial and commercial interests in the country. As this crisis has developed, the Prime Minister has called on you for advice on how to deal with this present threat.

Your main concern has traditionally been to increase the profits for the companies who are a part of your Federation. Not only are you concerned with the possible destruction of the nation's major industries, but because international diplomacy has been so successful over the last 20 years, our country has been less dependent on an economy that has been based on the anticipation of war. Many of the traditional industrialists who have been manufacturing weapons and security products have been losing a great deal of profit and some of those companies will be forced out of business very soon. If this ship can be destroyed, it might be possible that the scare created would result in renewed contracts for high grade weapons of war.

- Every few minutes you will receive an update of this crisis, via a bulletin.
- These bulletins will be read to you.
- You do not know how many bulletins will be announced or when the last one will be read.
- The Prime Minister will make their decision based on the advice that you present and that decision can be made right up until the last bulletin is read.

It is your responsibility, using whatever information or arguments necessary, to convince the Prime Minister **NOT** to allow the ship to enter the UK waters. You must try to convince the Prime Minister that to safeguard the security of the country they not take any risks and destroy the ship. Using the weapons that your industry friends make for the armed forces. To accomplish this you might need to stretch the truth or exaggerate certain points.

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THE CIVIL LIBERTIES BOARD

Confidential Briefing Paper

THE FOLLOWING INFORMATION IS TOP SECRET.

IT IS IMPERATIVE THAT YOU DO NOT DISCUSS THIS MATERIAL WITH ANY OTHER PERSONS EXCEPT THOSE IN YOUR GROUP.

Briefing

As members of the UK's Civil Liberties Board, you have a highly regarded status within society. Your Organisation is well known throughout the country through a number of reasons. Your organisation manages to run very successful information campaigns that highlight the rights of individuals. Your organisation also runs an education programme that all school children participate in. Periodically, you are asked to comment through mainstream media outlets on issues that affect people both nationally and internationally. And it is your role to intervene in cases that you believe affect people's human Rights in the UK.

As your main concern is the preservation and expansion of everyone's human rights, with the emergence of this Ship, the Prime Minister has asked for your advice on how to deal with this crisis. Over the last few years your organisation has been concerned at the erosion of many of the rights of citizens, where politicians have used the threat of terrorism to justify these decisions.

If the ship is friendly, it would reverse much of the fear that has been generated against certain groups in society. It would also give a new impetus to restoring civil liberties with nations needing to build trust and work together.

This would also continue to increase the power and influence of your organisation and it could mean that you have the ear of the Prime Minister, ahead of the war-mongers in the military and industrialists with vested interests.

- Every few minutes you will receive an update of this crisis, via a bulletin.
- These bulletins will be read to you.
- You do not know how many bulletins will be announced or when the last one will be read.
- The Prime Minister will make their decision based on the advice that you present and that decision can be made right up until the last bulletin is read.

It is your responsibility, using whatever information or arguments necessary, to convince the Prime Minister to firstly, not fire on the ship, but to allow the ship to dock so we can ascertain whether there is life on board that can be saved.

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UK SECRET SERVICES

Confidential Briefing Paper

THE FOLLOWING INFORMATION IS TOP SECRET.

IT IS IMPERATIVE THAT YOU DO **NOT** DISCUSS THIS MATERIAL WITH ANY OTHER PERSONS EXCEPT THOSE IN YOUR GROUP.

Briefing

You represent the internal and external Secret Services of our country, who gather intelligence from similar secret authorities in different countries.

The Prime Minister has called on you for advice on how to deal with the ship. Your main concern is always to prevent any internal and external terrorist threat to the nation. Not only are you concerned with the possible destruction of the nation, but since the advent of the internet and cyber-terrorism and cyber-warfare, the United Kingdom has been less of an influence throughout the world. This has meant the Secret Services have suffered many job cuts and your power-base has been eroded around the world. You believe that there are many countries that no longer see our country as a serious player in international affairs. However, if the ship can be destroyed before it enters the UK waters, it would be seen that your nation is still a powerful force in the world and it would go some way towards restoring your power-base.

- Every few minutes you will receive an update of this crisis, via a bulletin.
- These bulletins will be read to you.
- You do not know how many bulletins will be announced or when the last one will be read.
- The Prime Minister will make their decision based on the advice that you present and that decision can be made right up until the last bulletin is read.

It is your responsibility, using whatever information or arguments necessary, to convince the Prime Minister **NOT** to allow the ship to enter the UK waters. You must try to convince the Prime Minister that to safeguard the security of the country they must destroy the ship and not take any risks. To accomplish this you might need to stretch the truth or exaggerate certain points.

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CHIEF OF STAFF

Confidential Briefing Paper

THE FOLLOWING INFORMATION IS TOP SECRET.

IT IS IMPERATIVE THAT YOU DO NOT DISCUSS THIS MATERIAL WITH ANY OTHER PERSONS EXCEPT THOSE IN YOUR GROUP.

Briefing

You are the closest advisor to the Prime Minister. You helped the Prime Minister get elected by offering advice on how to deal with the media, improving the Prime Minister's image over social media and building a brand that comes across well with the public. You have known the Prime Minister for many years. However, over the last few months you have become concerned that the public no longer sees the Prime Minister as strong and competent. As such, their authority may be tested. This would signal the end of the Prime Minister.

The Prime Minister has called a meeting of different groups to advise on how to deal with what is being referred to as the Ship Crisis. You believe that it is your role to convince as many of these groups as possible that the Prime Minister should take a hard line and, you hope, destroy the ship before it lands. If it lands it could cause untold chaos in the country and the situation would be too unpredictable for you to remain in power. If the ship can be destroyed before it lands, this will also show other countries how powerful the UK is and you will be able to increase its influence around the world.

- Every few minutes you will receive an update of this crisis, via a bulletin.
- These bulletins will be read to you.
- You do not know how many bulletins will be announced or when the last one will be read.
- The Prime Minister will make their decision based on the advice that you present and that decision can be made right up until the last bulletin is read.

It is your responsibility, using whatever information or arguments necessary, to convince the Prime Minister to act swiftly and decisively to destroy the ship before it enters UK waters. To accomplish this you might have to stretch the truth or exaggerate certain points.

THE SHIP

BULLETIN ONE

Six months ago, a terrorist organisation that is hostile to our country sent a very chilling warning, via the internet, to the people of the United Kingdom. In this message, they warned of a “very dire retaliation” for our nation’s involvement in wars that are taking place outside of our country. The message also warned of a “catastrophe not seen since the World War II, where houses and churches were burned to the ground.”

This message was intercepted by the Security Services and the Prime Minister took the decision not to share this threat with the public. Since then, however, the Prime Minister has raised the threat level of a terrorist attack to CRITICAL. This is the highest threat level possible.

Today, at 0400hrs a ship has appeared off the coast of our country. Although at present it is still in international waters, its drift and present course would mean that it will enter British waters within the next few hours.

At this point in time, we have only the following intelligence.

- Long range satellite pictures which show the ship is old and beaten up. It has several shipping containers on board, but there seems to be no signs of life and the ship is drifting rather than deliberately heading for land.
- The ship is also not responding to our radio communications.
- As this is an area often used by people smugglers, it is possible that the shipping containers are full of refugees, or immigrants caught up in people smuggling. With the amount of containers on board, we estimate that it is quite feasible that there may be up to 400 people on board.
- We have despatched our newest battle ship, the HMS Guardian, to protect our waters, monitor the situation as it develops and to intercept and destroy the ship if necessary.

BULLETIN TWO

After the last report, the wind and sea currents now means that the ship has picked up speed and will enter British waters within the next 30 minutes rather than hours first predicted.

There is much speculation among foreign Secret Services and our own analysts, that the ship is being remotely controlled and that the containers contain a “dirty bomb” (nuclear weapon) that will be detonated when it gets closer to land.

If the ship does contain people inside them, it remains to be seen if the people inside them include people who wish to do harm to our country.

The ship is still not responding to calls.

BULLETIN THREE

After the last report, the ship has slowed down once again but is still on course to enter British waters.

New intelligence suggests that although there may be people on board, the possibility that the ship is carrying a nuclear device is very high.

HMS Guardian is now in position and is on standby awaiting instructions. They have informed us that they are unable to board the ship or use a helicopter to get close, due to the high winds.

A few news outlets are now reporting on the emergence of the ship.

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BULLETIN FOUR

We have received images from HMS Guardian of two people who have emerged from the ship waving objects that appear to be either weapons or tools. It is difficult to make out from the shaky pictures being broadcast from the Navy vessel.

The ship is now in British waters. A decision has to be made now.

The Navy are requesting instructions as to how to proceed in response to what may be threatening behaviour.

FINAL BULLETIN (In the event of the ship being destroyed)

The Prime Minister has announced that, with the intelligence presented, it was in our nation's best interest to destroy the ship and to let it sink. They have also sacked their Chief of Staff.

It is with regret, however, that we have to report the deaths of 367 people. The vast majority of those who perished were women and children.

Among them were highly educated and skilled individuals and their families. They thought they had found a way to escape certain death in their own countries and came looking for sanctuary in the United Kingdom. Whilst they had been transported by people smugglers, they had managed to overrun the smugglers and take over the ship. During the fight for control of the ship, the smugglers destroyed the radio to ensure that the people had no way of communicating with the outside world.

This is a tragedy and, significantly, a huge misjudgement by the Prime Minister who is expected to resign in the next 24 hours.

FINAL BULLETIN (In the event of the ship being saved)

The Prime Minister has announced that, despite intelligence presented that they did not take at face value, it was in our nation's best interest to allow the ship to dock. They have sacked their Chief of Staff and will be reviewing several security agency personnel

367 people arrived on the ship. Among them were highly educated and skilled individuals and their families. They thought they had found a way to escape certain death in their own countries and came looking for sanctuary in the United Kingdom. Whilst they had been transported by people smugglers, they had managed to overrun the smugglers and take over the ship. During the fight for control of the ship, the smugglers destroyed the radio to ensure that the people had no way of communicating with the outside world.

This incident has shown astute judgement by the Prime Minister who is expected to use their new found influence to propose a new refugee initiative at the United Nations.

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THE JOURNEY

Objectives: Participants have a better understanding of unconscious bias.
Participants find ways to overcome unconscious bias.

Resources Needed: Worksheets

Instructions:

Step 1

Read the story out loud and then ask participants to individually complete the questionnaire.

My Journey

Last week I went on a trip to visit my sick aunt. We had planned to go out clubbing to celebrate my birthday the previous week, but she had to cancel as she had caught the flu and had not been able to shake it off.

I don't usually travel on the train, so when I arrived at the train station, I was a little confused as there were quite a lot of people milling around. After I bought my ticket, I asked the vendor the way to the platform as I only had a few minutes to catch my train. They were very helpful. When I finally got on the train, it was packed full of people, but thankfully I had reserved my seat.

I happened to be sat opposite a very lovely couple. They told me that they were on a romantic weekend getaway to celebrate their 5th wedding anniversary. They were very affectionate towards each other and as they kissed and held hands, they told me the story about how they met. It was quite a romantic story. They also told me that were in the final stages of the process to adopt a baby and they were quite excited about that. I could tell that there was a lot of love between them and that they would make excellent parents. As the train pulled into our destination, we all took a group selfie, promised to look each other up on social media then said our goodbyes.

Outside the station, I was just about to get into a taxi when an elderly woman tripped over right in front of me. I helped her up but she couldn't put any weight on her ankle. As my aunt lives nearby the local hospital, I offered to take her there in my taxi. I asked the woman her name and it was then it became clear that English wasn't her first language. Thankfully though, the taxi driver spoke her language so we were able to communicate. She explained that she didn't have anyone to come meet her at the hospital and couldn't afford to pay for any treatment. The taxi driver was very kind and refused to accept any money for our fare.

When we got to the hospital, the woman was still in quite a lot of pain and looked very frightened. I told her I would stay with her for a while and explained to the nurse what had happened to her. Looking at the bruising, the nurse told us that they were concerned it was a bad break, so the woman would have to go straight to have an x-ray on her ankle.

The nurse took us to the x-ray department where we met the Doctor. The nurse quickly explained to the Doctor their concerns but, on immediately seeing the woman's ankle, guessed that it was just badly sprained and not broken. So x-rays were taken and the Doctor's prognosis was proved right, there were no breaks, it was just a badly bruised ankle.

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Stage 2

Share the following

3 KEY THINGS ABOUT UNCONSCIOUS BIAS

1. Unconscious bias is actually rooted in human evolution.
2. Everyone has biases; it's part of being human.
3. We have to guard against our bias turning into prejudice.

Group discussion

Ask participants to consider the following questions.

- If being biased is a normal reaction, how can having a bias end up being negative?
- How can we overcome unconscious bias?

Ask participants to get into pairs and ask them to describe a close friend, or a family member or invent a person without giving away any key information about them.

The listening participant should ask questions to help build up a picture of this person.

Listening is key

Ask questions to fill in the gaps.



THE JOURNEY

When you heard/read the story, what was the mental image you created for each of the following characters? What assumptions did you make?

	Age Range	Race / Ethnicity	Gender	Sexuality	Disability
<i>Aunt</i>					
<i>Ticket Vendor</i>					
<i>The couple</i>					
<i>Elderly woman</i>					
<i>Taxi Driver</i>					
<i>Nurse</i>					
<i>Doctor</i>					
<i>Narrator</i>					

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THE JOURNEY

Answers

	Age Range	Race / Ethnicity	Gender	Sexuality	Disability
<i>Aunt</i>	22	Black / British	Female	Heterosexual	None
<i>Ticket Vendor</i>	23-28	White / British	Male	Heterosexual	Wheelchair user
<i>The Couple</i>	Late 30's	White / British	Male / Male	Gay	None
<i>Elderly Woman</i>	65 - 70	Black / African	Female	Heterosexual	None
<i>Taxi Driver</i>	30's	Black / Caribbean	Female	Heterosexual	None
<i>Nurse</i>	Early 20's	White / British	Male	Heterosexual	None
<i>Doctor</i>	Mid 20's	Asian / British	Female	Bisexual	None
<i>Narrator</i>	19	Dual heritage / British	Female	Lesbian	None

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LEADERSHIP TRAITS

Objectives: Participants better understand characteristics needed to build community cohesion.
Participants identify how to strengthen their leadership and cohesion skills.

Resources Needed: Self-Evaluation Worksheets, Pens/pencils.

Instructions:

This workshop is appropriate for those in youth or community organisations where they are looking to lead on community cohesion in their organisation or neighbourhood, particularly to develop a #WeStandTogether project or group. It may also be used with older teenagers / young leaders who wish to develop their own #WeStandTogether or #YouthStandTogether group.

Step 1

Give out the Self-Evaluation Worksheets and ask people to complete them honestly. Be prepared to discuss with individuals or the group any questions that arise as they complete their sheets. **10-15 mins**

Step 2

Bring people together in small groups to consider the 6 areas. Groups should focus on recognising where they have strengths and where they need to develop certain skills, aptitudes or confidence.

Comfortable with Challenge

Caring

Collectivism

Communication & Decision Making

Politically Aware

Self-control & awareness

30-45 mins

Step 3

Bring the whole group together to agree an action plan for development of skills and aptitudes; define objectives for the project or group and activities to be undertaken to help achieve the objectives.

20-30 mins



Leadership Traits of Effective Community Cohesion Builder

The questions below relate to traits in effective leaders who are building community cohesion. Use the questions to evaluate whether you possess these traits. Use the results to see where you might focus to strengthen your leadership and cohesion skills.

Leadership Traits	Not at all	Mostly	Mostly	Definitely
Comfortable with challenge				
1. Are you willing to challenge someone who makes discriminatory or offensive remarks?				
2. Are you willing to set targets that will stretch you and your team?				
3. Are you willing to allow people to develop their own ideas, even when in disagreement?				
Caring				
4. How much do you empathise with other gender's needs, concerns, desires & aspirations?				
5. How well do you empathise with people of different faith's needs, concerns, desires & aspirations?				
6. How well do you empathise with people of different race's needs, concerns, desires & aspirations?				
7. How well do you empathise with people of different sexuality's needs, concerns, desires & aspirations?				
8. How well do you empathise with people of different ability's needs, concerns, desires & aspirations?				
9. Would friends, relatives and colleagues confirm that you show such empathy?				
Collectivism				
10. Are you comfortable working with others to plan for change and take collective action?				
11. Do you actively seek partners to consult with before starting to plan initiatives?				



Communication & Decision Making				
12. Do you actively listen to colleagues rather than responding with your original ideas?				
13. Are you comfortable proposing decisions and working to reach consensus?				
14. Can you use humour to alleviate tension and overcome barriers to progress?				
15. Are you confident speaking in public and presenting ideas and proposals?				
16. Can you negotiate with people perceived as having power and influence?				
Politically Aware				
17. Can you build alliances between people with power in your community?				
18. Do you know how to acquire financial and other resources?				
Self-control & awareness				
19. Do you stay calm and focused when others when those around you are heated or anxious?				
20. Can you describe your leadership strengths and weaknesses?				

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THANKS

A huge thank you to all those workers, teachers, volunteers and, especially, young people and those from local communities who helped with reviewing the draft of this pack (when it was much shorter!); participating in workshop sessions and being so honest with their evaluation feedback.

A massive thank you also to the National Lottery Community Fund for the grant that enabled us to produce this pack. We know that, for communities and organisations looking to use the pack to further their own cohesion work, the Community Fund will be a port of call to support them and we hope that they will find support there.

THE FUTURE

We know that this is only the start of a lot of work to embed #WeStandTogether cohesion initiatives in local communities and organisations. We stand ready to support any group or, indeed, individual who needs it and wants to support our aims:

To Celebrate Diversity

Challenge Hatred and Intolerance

To Build a Safer and Stronger UK

#WeStandTogether

Charity No. 1175945



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