

WORKSHOP: INTERSECTIONALITY



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the European Union

WORKSHOP 1: INTERSECTIONALITY



Introduction (15 min):

- Short introduction of participants
- Presenting the project in general, goals and outlook
- Questions:
- Get to know each other
 - Sitting in a circle, passing a ball and telling: name, pronouns and a fact about yourself

EXERCISE 1: ICEBREAKER

Time: 20 min

Material: Questions written on a paper for the facilitator

- Who is an only child?
- Who is in love?
- Who enjoys listening to music?
- Who knows more than two languages?
- Who likes playing football ?
- Who believes in God?
- Who is always late for breakfast?
- Who likes fashion?
- Who likes art?
- Who is an athlete?
- Who was born in Spain?
- Who was born in a different country than Spain?
- Who has stepparents?
- Who has ever had his heart broken?
- Who loves to dance?
- Who doesn't eat meat?
- Who has more than two siblings?
- Who has lied in this game?
- Who else wants to ask a question?

Procedure:

"All that we share" Ask the group to go stand in a circle and make one empty space in the middle where people can step into when the questions apply to them to demonstrate it's easy to put people in boxes but in the end even people from different backgrounds have a lot of things in common. Ensure it is a safe space and thank them for their honesty.

Afterwards we do a reflection round asking:

- How did you feel when you were in small groups or alone?
- How did you feel when you were in the majority group?
- What surprised you?
- Are there any affiliations that we haven't mentioned that you feel a strong sense of belonging to?

Summary: people are different/make different experiences, but also people have the same experiences → identity is fluid and changeable and something we should not judge on. We wanted to show that even when people come from different backgrounds they can also have a lot of things in common.

EXERCISE 2: PRIVILEGE WALK

Time: 45 min

Material: The next statements written on paper for the facilitator.

Step forward if

- You have never faced a serious financial hardship.
- You have all your basic needs covered.
- You have a home with continuous internet access, a telephone line and a television.
- You can go on holiday once a year.
- You can go to the cinema or theatre at least once a week.
- You can invite your friends to your home for dinner.
- You feel that your language, religion and culture are respected in the society in which you live.
- You can celebrate major religious holidays with your friends and relatives.
- You feel that your opinion on social and political issues matter and your views are listened to.
- You can vote in national and local elections.
- You feel respected in the society where you live.
- You feel that your opinion is taken into account in your family.
- You feel that your opinion is taken into account in your social environment.
- You do not feel pressure from your family.
- You do not feel social pressure.
- You are not afraid of being stopped by the police. You are not afraid of being stopped by the police.
- You never feel discriminated against because of your origin.
- You have social and medical protection adequate to your needs.
- You have never felt discriminated against, excluded or rejected.
- You can choose what you want to study, as well as your profession.
- You can freely express the person you fall in love with.
- You can freely choose the person with whom to have a sexual relationship.
- You are not ashamed of your physical or mental condition.
- You have good self-esteem.
- You are not afraid of being bullied or attacked in your school environment.
- You are not afraid of being harassed or attacked in your family environment.
- You are not afraid of being bullied or attacked in the street or on social media.
- You feel that your skills (both physical and intellectual) are appreciated and respected in the society in which you live.
- You feel satisfied with your life and are positive about your future.
- You feel free.

Procedure: Everyone will stand in a horizontal line in the middle of the room. All participants will have their eyes closed or covered with a scarf until the end of the exercise. As the facilitator reads a statement or question, the participant will step forward if it applies to them. If anyone feels too uncomfortable to take a step, they have the option to remain still. *Facilitator should give participants a heads up about the intensity of the exercise that could provoke certain emotions. Ensure them that room is a safe space (mentally and emotionally) for conversations to develop at the end of the activity.

Objective: Raise awareness of various forms of privilege; understand the intersectionality of race, socioeconomic class, gender and other demographic variables that shape individuals; appreciate the diversity of individual backgrounds; and team-building.

Reflection questions: Participants can now open their eyes and remain standing in their positions

- What was the purpose of this exercise?
- What did you learn from it?
- What happened during the exercise? Were you surprised by anything?
- How did it feel to be in the group that took a step forward or a step back?
- How did it feel to be in the front or back of the room?
- Was there a time when you wanted to be a part of the group moving forward?
- What might we draw from this exercise that can help us in our everyday lives?
- How can you apply what you have learned here in your daily life?

15 MIN BREAK

EXERCISE 3: PRIVILEGE FLOWER

Time: 45 min

Material: Copy of the privilege flower for every participant, paper, pencils and markers

Procedure:

- Hand out the flower, one paper for every participant
- Explaining what the flowers stands for and asking the participants to color them according to their situation
- When finished asking what are the limitations/ problems with the flowers? What categories would you add to acknowledge the intersectionality ?Standing still by questions, is it a privilege to not have children, for who? Maybe some people want to have children but can't have them,etc...

- Afterwards all together making a new flower; including the reality of the participants, different forms of family structures or what is a discrimination/privilege ?
- Reflect on all the binary elements that are shown in the 'old' flower and then give everyone the possibility of drawing/ coloring new leaves that we add to the collective flower
- Putting the final flower in the physical space to have an ongoing effect and memory of intersectionality

FINAL DISCUSSION (15MIN)

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

CINEFORUM



- Set it Off
- Hidden Figures



Cofinanciado por
la Unión Europea

"Digitalization in education sector: cyber violence and digital addiction prevention"

2021-1-ES01-KA122-ADU-000018183



The project "Digitalization in education sector: cyber violence and digital addiction prevention" is co-funded by the Erasmus+ Programme of the European Union. The views expressed in the workshops, videos and reports are those of Fundación Escuela de Solidaridad. These views have not been adopted or approved by the Commission and should not be relied upon as a statement of the Commission's or its services' views. The European Commission does not guarantee the accuracy of the data included in the working papers and reports, nor does it accept responsibility for any use made thereof.

