

GLC; DIVERSITY



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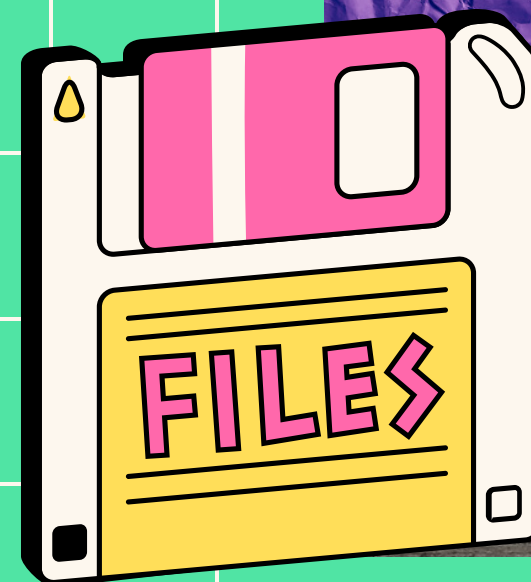
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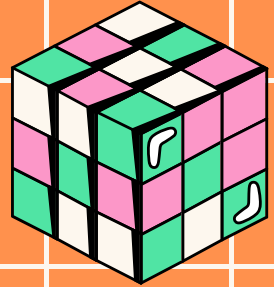
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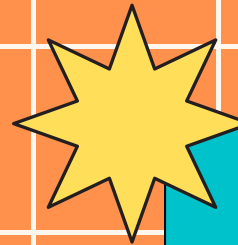
Produções Fixe
Formação / Co-criação
Capacitação de Jovens Educativos

BLUE
ROOM
INNOVATION





KEY COMPETENCES



CREATIVITY



**CRITICAL
THINKING**

DIVERSITY

EMPATHY

EMPLOYABILITY

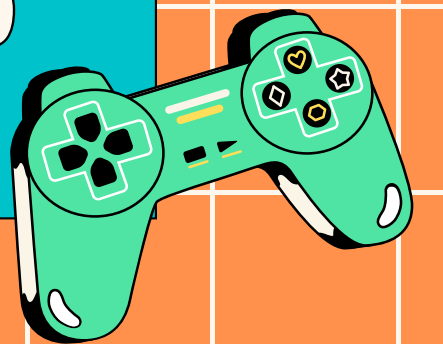
GREEN

LEARNING

**MENTAL
HEALTH**

**TEAM
WORK**

VALUES



THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

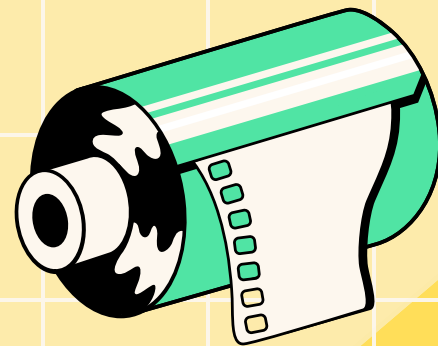
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.

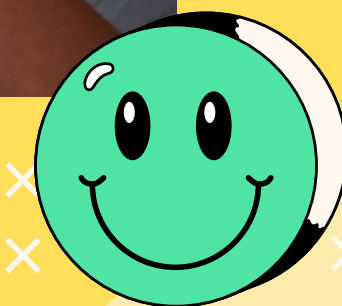
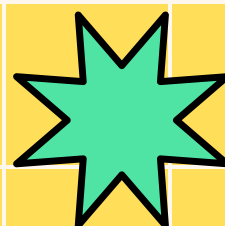


DIVERSITY

This Gamified Learning Content booklet focuses on diversity, and more specifically: the promotion of and respect for diversity. This topic can be explored in many different contexts and with many different dimensions. We embrace the richness of these differences, once that is in line with diversity itself.

Looking at the word 'diversity', the following synonyms can be clarifying: difference, dissimilarity, variation, multiformity, heterogeneousness, dissonance. Looking at the word differently, we can define the following antonyms: similarity, identity, uniformity, homogeneousness, coordination, coincidence, consonance.

There have been quite some studies conducted on how to describe and categorise diversity in its different facets. Some things are visible from the outside, while some are very personal or simply a part of the way each one was born.



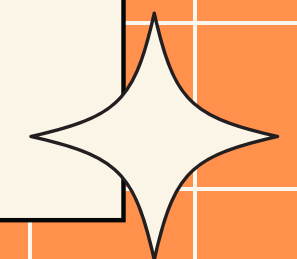
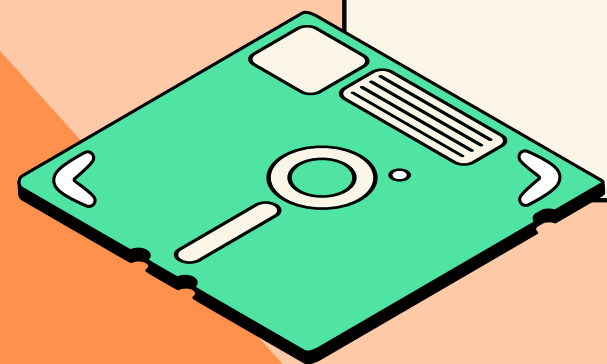
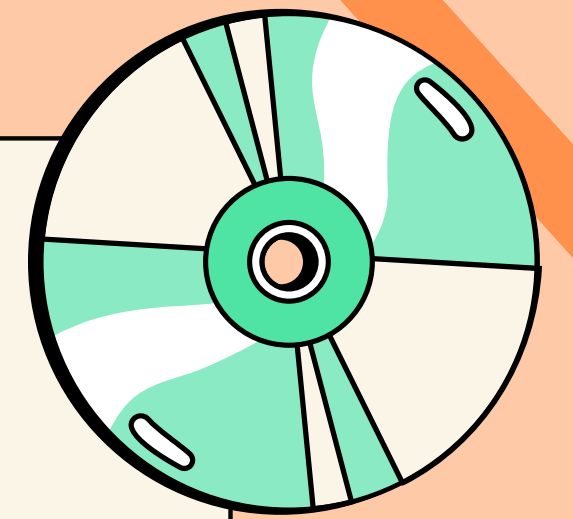
In this booklet, we choose to look at diversity from four different angles and dimensions, going from personal towards more global. The richness of diversity can be explored in the following four interlinked categories, each one containing several different aspects.

As the first category, we look at “Internal Diversity”. These are characteristics mostly related to aspects and situations someone is born into. They are very hard, if not impossible to change. We refer here to aspects as ethnicity, age, national origin, physical ability, mental ability, assigned sex and others.

The second category, “External Diversity”, entails aspects which are related to the person, but not necessarily characteristics one was born with. These are choices made by each person, even though there can be a tremendous influence by other people and the surroundings. These are aspects which one can change, and many people do so over time.

We refer here to aspects such as: education, familial situation, citizenship, personal interests, appearance, religious and political beliefs, socioeconomic situation and others.

“Organisational Diversity” is a third category, and refers to the differences between people within an organisation or employment situation. Diversity appears as soon as a group of minimum two persons exists, and this in whatever structure. From youth NGO to private and public sector, schools, family or simply an informal group. Here we consider elements such as employment status, pay level and type, venue of work, job function, seniority, work choice, and more.



Looking at a wider global perspective, we define “Worldview Diversity” as the fourth type. Our worldview is clearly defined by elements of internal, external and organisational diversity aspects, but yet, we all have our own particular worldview. Like external and organisational diversity, also this can be changed over time, based upon different choices made, new experiences lived and as we grow up. Our worldview is influenced by elements such as our understanding of the meaning of life, our adopted moral standards, political beliefs, our definition of correct and wrong, and more.

This GLC booklet invites you to initiate a deeper and wider exploration of promotion and respect for diversity. The two included gamified activities are a great kick off to do so.

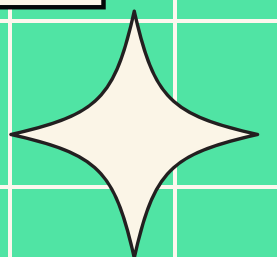
For additional information and exercises:

<https://medium.com/org-hacking/the-4-layers-of-diversity-gardenswartz-rowe-47013e42070f>

Diversity Activities for Youth and Adults (uh.edu)

Microsoft Word - Diversity Activities Resource Guide.doc (solarev.org)

<https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7233-education-pack-all-different-all-equal-ideas-resources-methods-and-activities-for-non-formal-intercultural-education-with-young-people-and-adults-3rd-edition.html>





DIVERSITY ACTIVITIES

THE LITTLE PAPERS

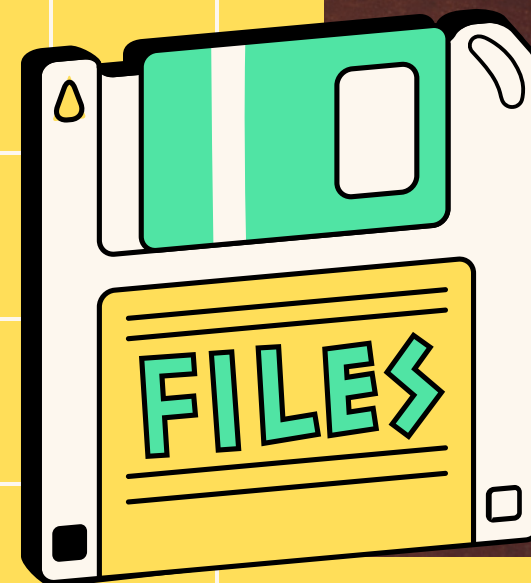


THE DIVERSITY
STOCKMARKET



THE LITTLE PAPERS

The diversion of diversity





DURATION

15 minutes (longer, if more attention is given to the debriefing)

GROUPSIZE

Min. 10, no maximum

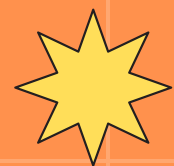
COMPLEXITY LEVEL

Low



OVERVIEW

Each player receives a little paper with an image. The group is asked to form smaller groups, using their 'little papers' to do this. Confusion settles when the players try to decipher a possible code between the images. When the groups are formed, a short debriefing points out similarities and differences, the assumptions of rules and the possible inclusion/exclusion based upon external characteristics.



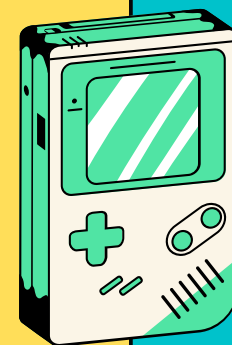
OBJECTIVE

As youthworker, you can use this activity to

To explore how we focus easier on differences than on similarities.

To experience how we assume and create rules which are not part of the mission, and eventually complicate the task.

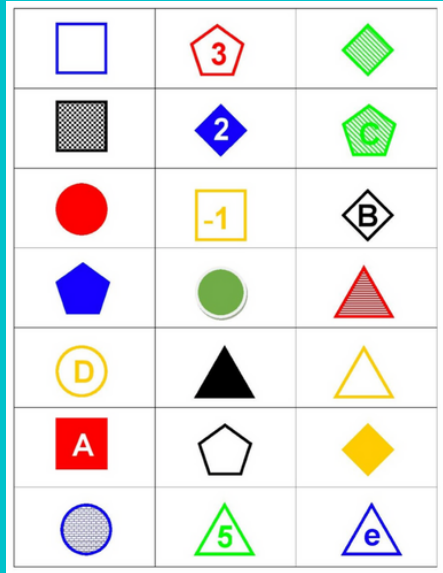
To explore together how we ‘categorise’ diversity around us and in our own wider society.









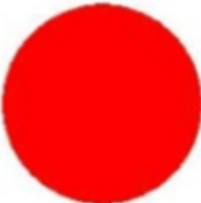














MATERIALS

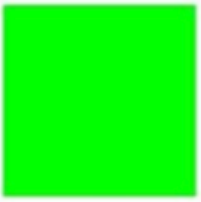



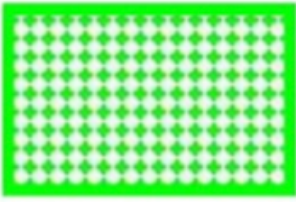
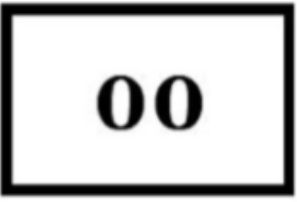

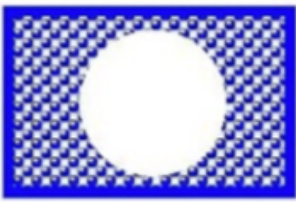















SCISSORS



PRINT THE ATTACHED HANDOUT.
IF THE GROUP IS BIGGER THAN
THE NUMBER OF IMAGES, PRINT
MORE TIMES. OR CREATE
YOURSELF NEW IMAGES.

STEP BY STEP

At the start of the activity, have all the little papers cut out and ready. It is good to have a few extra papers, just in case.

1

Tell the participants that you need them to split into different groups for the next activity (e.g. when 30 participants, ask them to form 6 groups of 5 people).

2

Inform them that, in order to facilitate this process, you will give each of them a small secret paper.

3

Give a paper to each participant, in a secretive manner. They are only allowed to look at their own paper.

4

Once each person has got a little paper, tell the group that, on your sign, they can approach others and show now also their paper to them in order to form the needed number of groups.

5

Tell the whole group that they have 1 minute to form the needed number of smaller groups.

6

Walk around the room and keep saying the same sentences: "Use your paper to form the groups"; "Let's go, it's a simple task."

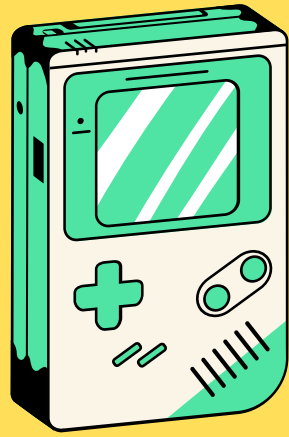
7

As soon as you notice that a smaller group has been formed, ask them to sit together on the side, while the rest continues.

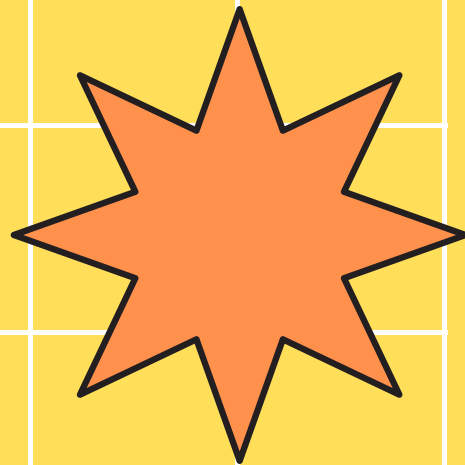
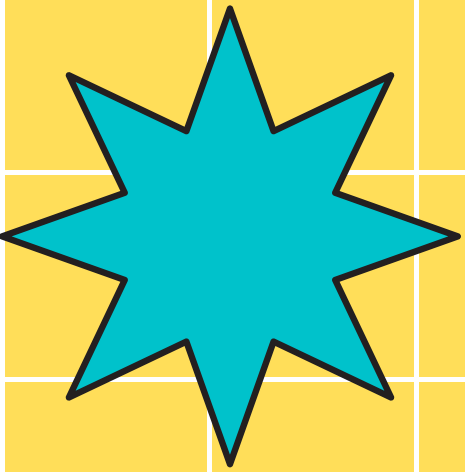
8

Once all participants have managed to form the needed number of groups, make a round of the groups with the question: "What was the criteria that brought you together?"

9



DEBRIEFING EVALUATION



How do you feel about this activity?

What do you think about the activity? Was it easy or was it rather difficult?

How did you organise yourselves in order to create these groups? Was there a particular strategy?

Which side of the paper did you use? And what if... you would have used the other side of the paper (the white side)?

What was the hidden objective of this activity, according to you?

How do we look now upon this exercise?

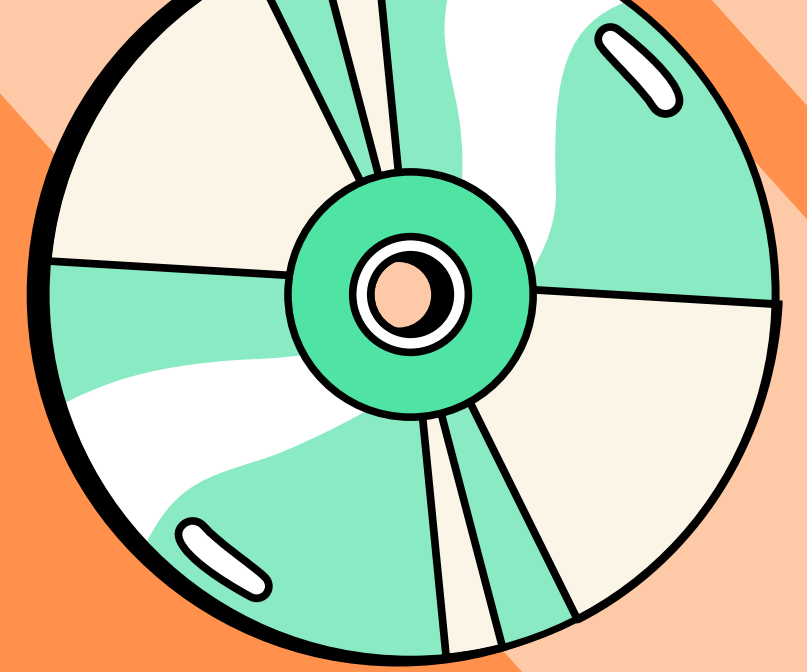
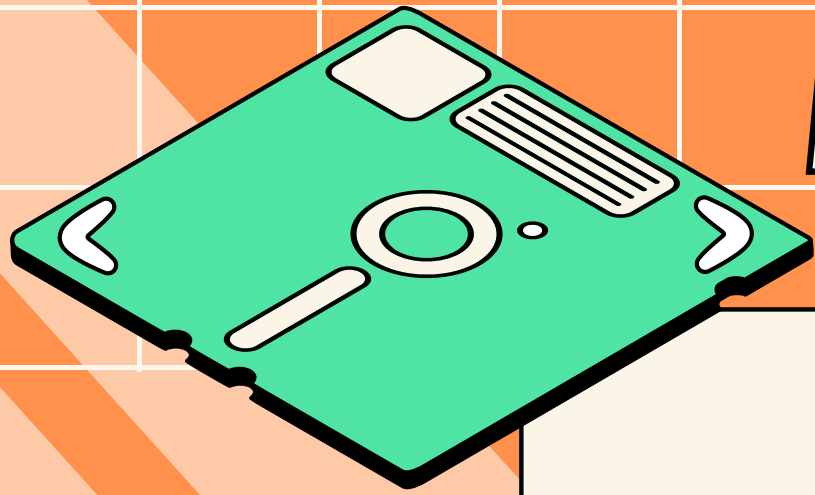
What if we would do this exercise again, do you believe the result would be different? Would you have a different strategy?

What could be possible links and similarities between this exercise and reality?

Do you believe that diversity is often highlighted by the differences, and less approached through similarities? Can you think of an example of how this happens in real life?

How do we deal with diversity in this group? How could we deal with it better?

POSSIBLE ADAPTATIONS



If you have used this exercise already once with the same group, you can redo this activity at a later time by using a regular set of 52 playcards. Simply run the exercise in the very same way, and debrief with the group, while reminding them of the first time you have played the exercise 'The Little Papers'. Using regular and well known playcards distracts the participants, and creates a repetitive effect of assumptions and actions. It creates great opportunities to explore together the lasting (or not) impact of learning versus standard societal behaviour.

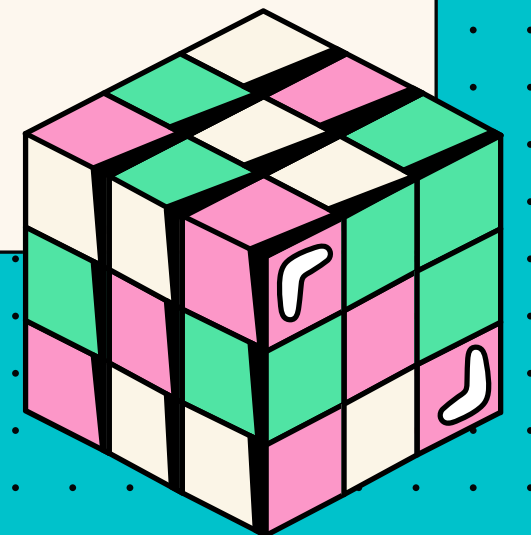
Even though this exercise can stand on itself, it is interesting to use the formed groups for another exercise. Therefore decide beforehand how many groups (with how many members) you ask them to form

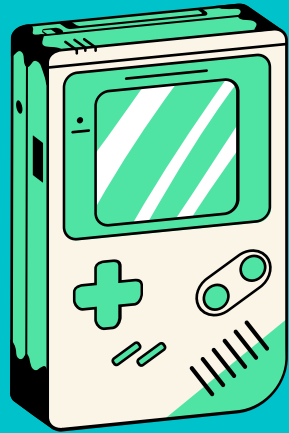
If someone asks you 'how to use the paper', you simply reply each time the same: "use your paper to form the groups". Participants assume they have to use the symbol on one of the sides of the paper in order to find similarities, even though the mission itself never mentions that. The fact you have a little paper is in itself enough to form a group with other people who have... also a little paper.

Even though you told the group they have 1 minute to form the different groups, they will take (much) more time. Pretend you are a bit confused and you can say things as: "Hmm, this is supposed to be easy", "Come on folks, use your paper, it is meant to facilitate this process", "It should be done already".

In case of big groups, some little papers can be repeated, as long as they are not repeated using the same number as the groups are supposed to have members. That could then lead to groups being formed with the exact same image.

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

Have the different groups think about how, in reality, we rather focus on differences instead of similarities (e.g. when it comes to different cultures, immigrants, and more).

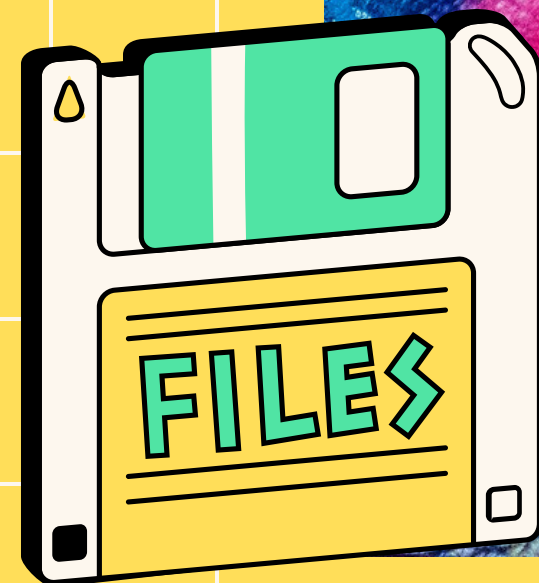
IDEAS FOR ACTION

- Challenge the group to analyse the environment of the youth NGO, school or other structure they are in now. How is respect for diversity represented in the architecture, symbols and icons used in the building (e.g. the toilets).
- If the language you are using is gender-based (e.g. French, Portuguese, Spanish and many more: masculine as the default grammatical gender, mixed-gender groups using masculine endings, and feminine nouns derived from masculine version), explore together how you could re-formulate many written announcements and texts used in the organisation, towards a more equal based language with respect for diversity.
- How do you feel about using the terminology “she-he-they”. Discuss together what that means to you and others.



THE DIVERSITY STOCKMARKET

Investing in social profit





DURATION

3 hours

GROUPSIZE

With groups between 15 and 60
This activity requires a bigger team,
ideally minimum 3

COMPLEXITY LEVEL

Difficult



OVERVIEW

The group is divided into several smaller groups which all represent investment teams. They engage in a simulated financial world with possibilities to invest in stocks, risky investments and a casino. With the main topic 'Diversity', all game elements invite participants to learn and explore more. The activity seemingly promotes a competing atmosphere, yet the debriefing frames this differently at the end of the activity.

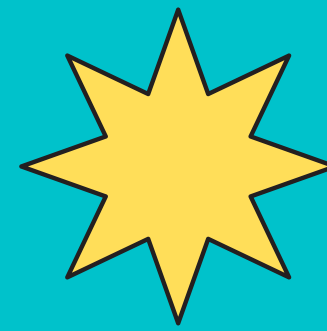
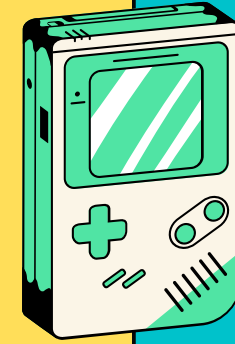


OBJECTIVE

As youthworker, you can use this activity to

To explore and exchange opinions regarding the different dimensions within the topic 'diversity'.

To support a creative brainstorm in smaller groups concerning respect for diversity in their own direct environment.



MATERIALS

PENS AND A4 WHITE PAPER FOR EACH TEAM

SOUND SYSTEM

GAMBLING MATERIALS FOR THE 'CASINO': 5 DICES AND 1 SET OF PLAY CARDS

FOLDED A4 PAPERS FOR THE DIFFERENT TEAM NAMES

PLAY MONEY (WE WILL CALL THEM 'DIVERS')

DIFFERENT 'STOCKS' EACH WITH A SPECIFIC PREDEFINED TOPIC

12 'EASY INVESTMENTS' AND 12 'HARDER INVESTMENTS', EVENTUALLY WITH 1 ENVELOPE FOR EACH INVESTMENT

PRINT THE HANDOUTS ATTACHE

STEP BY STEP



1

Once all the participants are seated, tell them that you will introduce them to the world of 'money making'. Ask them how much money they have on their table. This is their start capital.



2

Before you explain the different possibilities, ask them to come up with a team name and a 'money making slogan'. They write this on the folded A4 paper. After the different teams have chosen their team name and slogan, have a short presentation of the different teams.

3

Explain that money can be gained in 3 different ways: by working on stocks, by investing in a 'fast investment' or by gambling in the Casino. Each team remains together and can only do 1 thing at a time.

4

Start the activity with only the stock market open, and tell the groups that both the Casino and the fast investments will open only after 10 minutes have passed.

5

Have 'energetic' music playing in the background and keep the activity animated. Announce regularly the time left.

6

At the end, the teams announce the final amount they gained.

7

Start the debriefing process by having participants sitting in a circle.

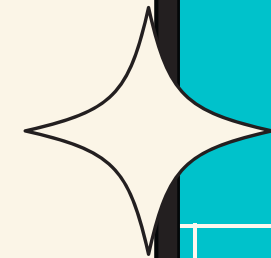
STOCKS

At the central post, different stocks are available and all have an initial value (give initial values of 50, 100 and 150). If a team wishes to invest in a stock, they buy the stock and return to their table. Each stock has a topic and the team contributes to the topic with a concrete idea. Once this is done, they go to the 'stock manager' who assesses their idea and can ask for more clarifications. In case this idea is good, the overall value of the stock rises, in case bad idea: decreases, in case of an idea which is not good neither bad: the stock value remains the same. The team can then return to the central post and sell their stock back and receive the new value.

Different topics for the stocks:

See below some examples, to be written by hand on the stock (use an A4 for this):

- Give good and creative ideas on how to promote respect for diversity of... (choose the most relevant ones for your context)
- cultural identity
- sexual orientation
- physical ability
- age
- religious beliefs
- socioeconomic status
- appearance
- employment status



FAST INVESTMENTS

At the central post, the teams can also opt to invest in a 'risky and fast investment'. These investments are basically an open question or a multiple choice question (create yourself these questions adapted to your target group). There are 2 types of investments, the ones with low risk and the ones with high risk.

Low risk investment: the team randomly grabs an investment (envelope) out of the 'low risk box'. On the envelope is written a value which the team needs to pay at the central post in order to open the envelope, e.g. 50 or 100 Divers. If the question inside the envelope is answered well, the team has doubled their investment. If not, the invested money is lost.

High risk investment: the same, but with higher values and 'triple or nothing, e.g. 100, 150 or 200 Divers.

Both series of investments also have empty investments (the risky dimension) where the money invested is lost.

The teams are allowed to use resources at their own discretion (e.g. internet, calling a friend, etc).

A few examples of 'Low risk investments':

- What does 'LGTBQI+' stand for?
- Is your 'familial status' related to diversity? If yes, how?
- What is the main difference between 'tolerating diversity' and 'respecting diversity'?
- What's the main difference between 'internal diversity' and 'external diversity'?

A few examples of 'High risk investments':

- Correct or wrong: when talking about 'external diversity', the term external is used to describe things that are related to a person but aren't characteristics that a person was born with. (=correct)
- Correct or wrong: Organisational diversity, also called functional diversity, relates to the differences between people that are assigned to them by an organisation - essentially, these are the characteristics within a workplace that distinguish one employee from another. (=correct)
- Which word does not fit in the following list: difference, dissimilarity, variation, consonance, multiformity, heterogeneousness (=consonance)

Give a minimum of 4 antonyms for the word 'diversity'. (e.g. similarity, identity, uniformity, homogeneousness, coordination, coincidence, consonance)

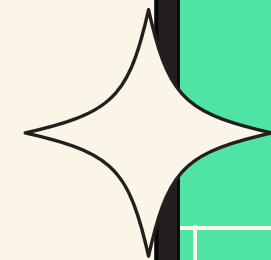
CASINO

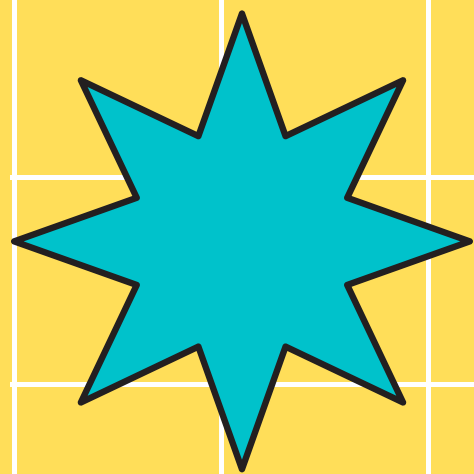
At this post, teams can gamble by playing a short game with cards or dice. This 'Casino' aspect creates an entertainment effect, especially because the 'Jackpot' is increasing as the activity goes on and hereby becomes more attractive.

Card game: place the cards on the table with the back side facing up, tell that ace is the lowest card. Turn the first card; then, the team has to guess if the next card is higher or lower. If they reach the end of the placed series of cards without any mistakes, they have won the game. In case of the same number of card being turned around, replace the card with a new card. (see handouts below for the values and variations).

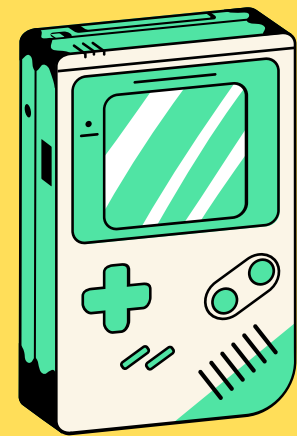
Jackpot: an amount of play money which becomes increasingly interesting. It can be won with a variation of the previous explained card game..

Dice game: the team can throw up to 3 times a set of 5 dice, and is allowed to put dice aside. If the team manages to throw one of the following combinations, they have gained more 'Divers'. A Full house = 3 equal numbers and 2 equal numbers / Poker = 5 equal numbers / Street = 5 consecutive numbers (see handout below for values).





DEBRIEFING EVALUATION



Emotions: even though this was a simulation, feelings felt were real. Make a round of the group where everyone can express 1 feeling, without explaining the reasons for this feeling at this point, in order to have first a general feeling of the group.

Give space for people to explain the expressed feelings. Ask questions as: “Were there moments you felt...”, “Did some people feel like... at a certain moment? If yes, which were those moments?”

How important was the money aspect in this exercise?

What was your strategy to make ‘more money’?

FOLLOWING QUESTIONS CAN BE ASKED IN THE SUGGESTED ORDER.

According to you, which were the objectives of this activity?

Which were the most interesting aspects for you?

What if we would do this exercise again, do you believe the result would be different?

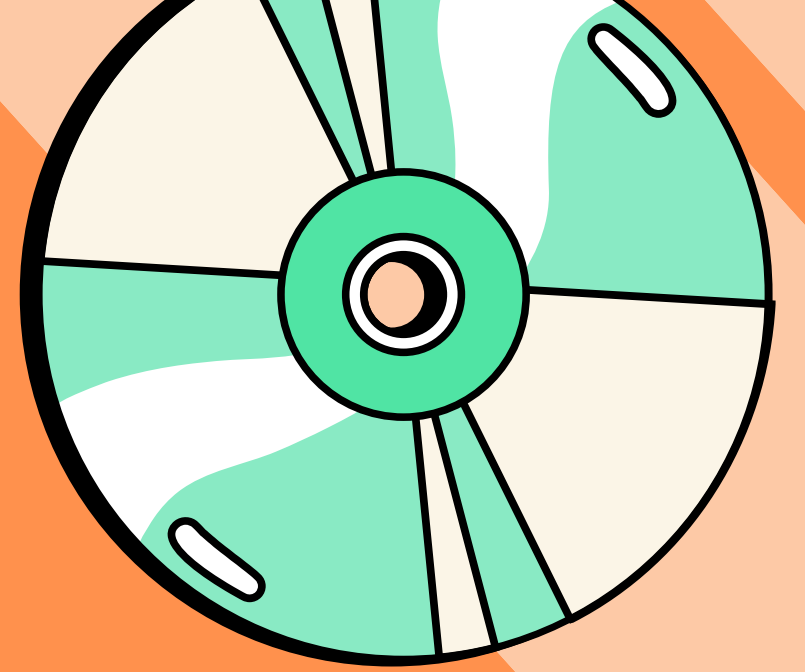
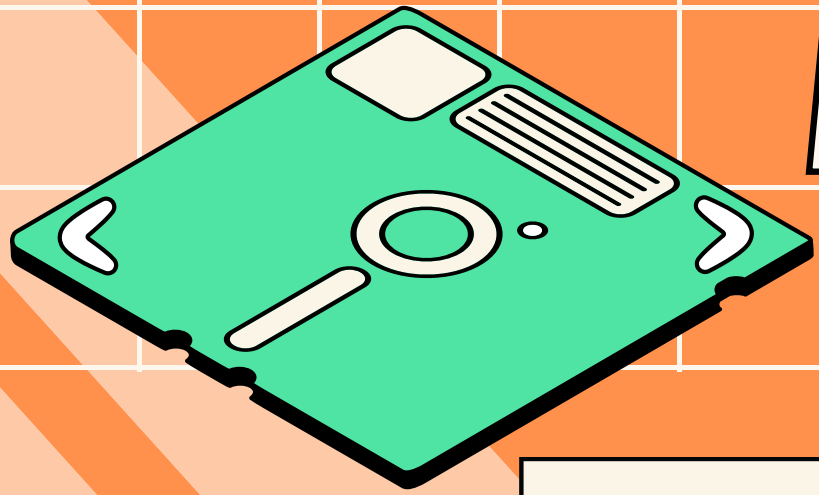
Can we link the stocks-investments-casino elements to our educational or youth context?

What could be other links and similarities between this exercise and reality (also in relation to our attitudes)?

What do you take out of this exercise for you?



POSSIBLE ADAPTATIONS



Choosing carefully the setting to run this activity can be a nice influencing trigger to set the desired atmosphere (e.g. in an underground 'dark' garage creates a different vibe compared to a public park in summertime).

Take the needed time to prepare all the materials and the setting. This greatly contributes to the learning experience of the activity.

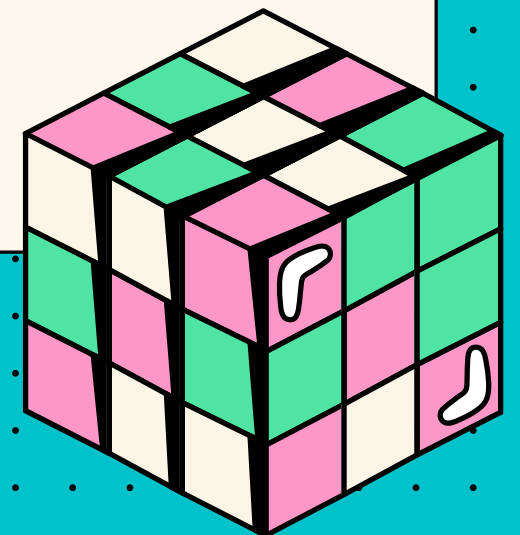
This activity requires a bigger team. Minimum 3 team members, ideally more (especially for bigger groups, so there can be multiple ‘stock managers’).

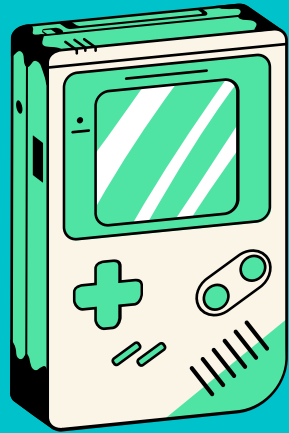
Make sure that the money aspect is not overtaking the overall idea, it is merely meant as a teaser and gamified element of the exercise. At the end of the exercise, do not announce a winner, once this was never the objective in the first place. Contrary, teams can actually cooperate with each other.

When you have a big team available to run the exercise, divide the stocks over the different stock-managers, so each of them follows a fixed set of stocks. Eventually give the stocks a number which serve to identify which stock manager is responsible for which stocks. Brief the stock manager(s) to raise the value of the stocks at the start with modest amounts (50 to 150 extra), and as the exercise goes along, increase these values.

Dressing up with the team adds to the dynamic of the activity. This can be done also very ‘simple and symbolic’, e.g. a white shirt and small black tie or simply a hat.

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

The activity in the GLC module on employability: “Create your Micromarket” can be a meaningful follow up on this activity. The challenge would then also be on how ‘promoting & respecting diversity’ is reflected in the ‘chain of resources’ the different teams create in this particular exercise.

IDEAS FOR ACTION

Choose with the group 3 concrete suggestions which were given on the stocks and simply... implement them in your educational/youth reality.

