

Title of the activity : one step forward

For who : 12+
Duration : 60 mn
Number of players : 10-30
Place : inside/outside

Characteristic :
-cheap
- transportable

Type of game : card game

Educational interest :
-awareness about discrimination, xenophobia,
poverty, human rights

Materials :
- roles cards ...

Goal :

- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

Method :

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives :
 - _ What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - _ What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - _ What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
 - _ What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary

Debriefing and evaluation

Start by asking participants about what happened and how they feel about the activity and then

go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?

Variations

One way to get more ideas on the table and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Ideas for action

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- _ You have never encountered any serious financial difficulty.
- _ You have decent housing with a telephone line and television.
- _ You feel your language, religion and culture are respected in the society where you live.
- _ You feel that your opinion on social and political issues matters, and your views are listened to.
- _ Other people consult you about different issues.
- _ You are not afraid of being stopped by the police.
- _ You know where to turn for advice and help if you need it.

- _ You have never felt discriminated against because of your origin.
- _ You have adequate social and medical protection for your needs.
- _ You can go away on holiday once a year.
- _ You can invite friends for dinner at home.
- _ You have an interesting life and you are positive about your future.
- _ You feel you can study and follow the profession of your choice.
- _ You are not afraid of being harassed or attacked in the streets, or in the media.
- _ You can vote in national and local elections.
- _ You can celebrate the most important religious festivals with your relatives and close friends.
- _ You can participate in an international seminar abroad.
- _ You can go to the cinema or the theatre at least once a week.
- _ You are not afraid for the future of your children.
- _ You can buy new clothes at least once every three months.
- _ You can fall in love with the person of your choice.
- _ You feel that your competence is appreciated and respected in the society where you live.
- _ You can use and benefit from the Internet.

Source : Compass – Manual for human rights education for young people p :281-285

Link or picture :

