Name of the intervention	One Step Forward
Context (optional)	This version is based on a template of a method CD of the ‚Anti-bias approach'. At the beginning it might be advisable to explain to the group what this exercise is about. You need to choose the length and words for the explanation in relation to the group you are working with.
Tackled area (of our objectives)	2) 3) 4) 6) 8)
FACE TO FACE TRAINING	
Recommended group size	5– 30 persons (or even more)
Time frame • **Training of YW** • **Implementing with YP**	• 1,5 -2h • 30 min – 2h
Materials required	Role-cards for all participants, a copy of the "Game Questions" worksheet
How it works (description)	In a nutshell this intervention runs approximately like this: - The participants get role cards with little information like 'A severely disabled doorman in a wheelchair, 23 years old.' - They should put themselves in their role- There will be some questions about this to help you settle into your role. - Next step: a series of questions are being asked- about 15 questions. Each time the participants in their role can answer "Yes" to a question, they should take a step forward. - If they answer "No", they have to stay on their position. Answering the questions is a subjective assessment that is more important than factual correctness. - Participants walk forward in silence or stay on their position. They should still keep their role to themselves. When all the

questions have been asked, the participants remain in their role on their position for the first part of the evaluation

- How does it feel? Where are the others?" / „What's it like to be so far ahead? Or what is it like always not to get ahead?"
- Then there will be individual steps of reflection.

1. Participants:
The role cards are numbered as at the end of this script. The participants should mentally choose a number from 1 to 21, then Participants should stand next to each other at one end of the room.

2. Procedure:
2.1 Participants should stand next to each other at one end of the room. Everyone is given a role card to look at but not to show or talk about to the others. The participants should put themselves in their roles. To support empathy, they should close their eyes; ask them the following empathy questions:

- How was your childhood?
- How does your everyday life look like?
- Where do you live?
- What do you do in your free time?

After each question, give the participant a moment to answer the question for themselves in silence.

2.2 Announce that a series of questions will now be asked. Each time the participants in their roles can answer "yes" to a question, they should take a step forward. If they answer "no", they should stop. Answering the questions is about subjective assessment, which is more important than factual correctness.

Ask about 15 game questions. The participants continue in silence or remain standing. They should continue to keep their role to themselves.

3. Evaluation:
Plenary (approx. 40 minutes)

Phase 1

The evaluation is first carried out in the whole group. Ask the participants to reflect on their own position for themselves:

Now ask individual persons - both people who are in the front and those who are far behind as well as people from the midfield

should be addressed- or if the group is not too big, everyone can be interviewed.

Please feel free to choose the adequate questions. In a larger group it is advisable not to discuss too long with the whole group:

- How do you feel in your role?
- How does it feel to be so far ahead? Or what is it like to always not get ahead?
- When did those who often took a step forward realize that others did not progress as fast as they did?
- When did those who stayed far behind notice that others advanced faster?

After individuals have expressed their position, they are asked to present their role to others in the group.

Those who are behind usually notice quickly that they are lagging behind, while those in front often only notice at the end that others are not following. **At this point it should be pointed out that in reality, too, those in privileged positions often take their privileges so for granted that they do not notice them at all, whereas those in marginalized positions usually feel their deprivilege every day.**

Phase 2

The following evaluation

The evaluation that follows **depends** on the size of the group, the time available, the group, the aim of the exercise at that moment, etc. The evaluation can be followed by several rounds of evaluation in small groups with different questions.

There can be several rounds of evaluation with different questions in small groups or you can stay in the large group.

The exchange in small groups, especially in groups of 2 and 3, has been found to be pleasant and productive by all participants. Please feel free to vary the order and the questions selected.

For the second part of the evaluation, participants should "shake off", "undress" or and "throw away" their character. The further evaluation takes place in a circle of chairs in the plenum.

General

- How did you do with the exercise?

- Were you able to put yourself into the persons/roles you played?

- Were you able to imagine the respective living conditions? What was unclear, where were you uncertain?

- How easy or difficult was it to choose whether you could

take a step forward?

- Where were you insecure?
- Which questions did you remember in particular?

Images and stereotypes of the individual roles

- Where did you get the information about the life situation of the roles you drew?
- Why do we know a lot about certain persons/roles and nothing about others? (Here we can discuss the importance of the media)

Transfer to social reality

- What restricted you in your actions in the respective roles? (meaning of parts of difference along categories such as nationality, skin colour, gender, sexual orientation, age, religion, social and financial status etc.)
- Is the exercise realistic? To which point do you think the exercise reflects society?
- What possibilities do the different groups or individuals have for changing their situation? What do they have no influence on?
- What should change? What can we change?

Transfer to your own situation

- Where would you stand if you had done this exercise without a role card?
- How can you deal with your own privileges in a responsible and constructive way?
- Or how can you counteract your own marginalization?

Phase 3

It is advisable to come back and close the evaluation and the whole intervention in the whole group.

ONLINE TRAINING

Recommended group size	< 25 persons

Time frame	
• **Training of YW** • **Implementing with YP**	• 1,5 -2h • 30 min – 2h
Materials required	PCs with zoom; www.conceptboard.com
How it works (description)	Computer with internet access for every participant + access to Zoom or equivalent (https://zoom.us/) and Conceptboard or equivalent (https://conceptboard.com/). Zoom is a tool for conducting online meetings, trainings, webinars. If you are using a basic account of Zoom, you will only be able (as per November 2020) to organize meetings for up to 40 minutes, when you shall have to renew the invitation to the participants. In Zoom you can schedule a meeting time for implementing the method and invite your participants to join. You can invite them by mail, skype, messenger or whatever online connection you have with them, by sharing the link with the invitation and the password for entering. In order to implement the method you shall have to enable in the settings of your Zoom account "Breakout Rooms" because you will need to separate participants to work in groups. Further information on how to use Zoom can be found here: https://support.zoom.us/hc/en-us?_ga=2.116606726.1483959916.1606148945-167915372.1605513350 Conceptboard is a visual collaboration workspace, where your participants can draw, write, comment and s.o. simultaneously together. You have to create a free basic account, which is enough for the purposes of the method. You can invite participants to shared conceptboards by mail, skype, messenger or whatever online connection you have with them, by sharing the link with the invitation. Participants can enter as Guests, but you have to manually change their role to Editor, so that they can collaborate fully. More information about how to use conceptboard can be found here: https://conceptboard.com/use-cases/online-whiteboard/ **1. Participants:** The role cards are numbered as at the end of this script. The

participants should mentally choose a number from 1 to 21, then the screen is shared with everyone: the participants can see the role cards 1 to 21 and everyone should, if possible, only look at and internalise the role card for the previously chosen number. It is also conceivable, but more work for the trainer, to send a role card to each participant individually.
The suggested role cards are to be understood as examples.

They can be changed or replaced depending on the composition of the group. It is important that as many different lines of difference (such as gender, nationality, age, origin, sexual orientation, skin colour, educational level, social status, etc.) are addressed as possible.

The participants are sitting for their PC screens. All receive a role card as described and which they are allowed to look at but not to show or talk about to the others. The participants should put themselves in their roles. To support empathy, they should close their eyes; ask them the following empathy questions:

How was your childhood?

- How does your everyday life look like?
- Where do you live?
- What do you do in your free time?

2. Procedure:
Stepping forward online will be done on the shared screen in a prepared table on 'conceptboard'- send out the link and all participants can meet on this board and are able to move forward on the screen by entering each step with a coloured circle. This works very well with 8 participants but it felt to be too chaotic with 25 participants.

Alternatively (1), each participant could set it to gallery view (so that everyone can see everyone else on the screen) and everyone holds up numbers indicating the steps they have taken forward.

(Alternatively (2) the trainer can also take "Bulk Large Sticky Notes" by inserting this element via the options "+" on the left corner of the board. The trainer must be sure how many questions will be asked because each "Bulk Large Sticky Notes" consists of only 6 notes/cards from each colour (9 different colours = 9 persons). The trainer must adjust the "Bulk Large Sticky Notes" (or: the pile of cards) to the number of questions by stacking them

on top of each other and also the trainer must adjust them to the number of participants by stacking the next to each other. That will be the preparation. The trainer sends the link to the participants with taking into consideration to enable the editor mode for the participants via the settings.

Then every participant owns a coloured stack of those sticky notes and types their name on it. So these stack full of cards/notes can be used like this: Every time a person can go a step forward, the person takes a card from the top and moves it with the mouse to the front. Soon you can see the persons with the most or least cards set on the board.

Check up the annex for inspiration.)

Answering the questions is about a subjective assessment, which is more important than factual correctness. Ask about 15 game questions. The participants go forward in silence or stop. They should still keep their role to themselves.

Evaluation:
Phase 1
'Look around' (on the screen) where you are standing right now:
How does it feel?
Where are the others?

Now ask individual persons - both people who are in the front and those who are far behind as well as people from the midfield should be addressed- or if the group is not too big, everyone can be interviewed.

Please feel free to choose the adequate questions. In a larger group it is advisable not to discuss too long with the whole group:

- How do you feel in your role?
- How does it feel to be so far ahead? Or what is it like to always not get ahead?
- When did those who often took a step forward realize that others did not progress as fast as they did?
- When did those who stayed far behind notice that others advanced faster?

After individuals have expressed their position, they are asked to present their role to others in the group.

Those who are behind usually notice quickly that they are lagging behind, while those in front often only notice at the end that others are not following. **At this point it should be pointed out that in reality, too, those in privileged positions often take their**

privileges so for granted that they do not notice them at all, whereas those in marginalized positions usually feel their depriviletion every day.

Phase 2
The further evaluation takes place **in Breakout Sessions with 2 persons**

General

- How did you do with the exercise?

- Were you able to put yourself into the persons/roles you played?

- Were you able to imagine the respective living conditions? What was unclear, where were you uncertain?

- How easy or difficult was it to choose whether you could take a step forward?

- Where were you insicure?

- Which questions did you remember in particular?

Breakout Sessions with 2 or 3, 4 persons

Images and stereotypes of the individual roles

- Where did you get the information about the life situation of the roles you drew?

- Why do we know a lot about certain persons/roles and nothing about others? (Here we can discuss the importance of the media)

Transfer to social reality

- What restricted you in your actions in the respective roles? (meaning of parts of difference along categories such as nationality, skin colour, gender, sexual orientation, age, religion, social and financial status etc.)

- Is the exercise realistic? To which point do you think the exercise reflects society?

Breakout Session with 3 or 4

- What possibilities do the different groups or individuals have for changing their situation? What do they have no influence on?

- What should change? What can we change?

Transfer to your own situation

- Where would you stand if you had done this exercise without a role card?

- How can you deal with your own privileges in a responsible and constructive way?

- Or how can you counteract your own marginalization?

Phase 3

It is advisable to come back and close the evaluation and the whole intervention in the whole group.

SUGGESTIONS FOR THE TRAINING

Notes/ What is there to be considered?

- The exercise can remind you of your own experiences of exclusion and restrictions. Therefore, sufficient time should be planned for the evaluation in order to discuss different experiences, their evaluations and consequences.

- Reference to "affirmative action": Due to a different starting position (as was made clear in the exercise), it can be useful to treat certain persons or groups unequally in order to create a balance. This can be illustrated with an animal fable: An elephant, a snail, a bird, a dog and a mouse are given the same "simple" task: picking an apple from a tree. This story illustrates that equal treatment can also be discriminatory in different circumstances.

- The role cards can be changed for different target groups.

- Some of the roles suggested here are clichéd. On the one hand, this can make it easier to empathize. On the other hand, role clichés are repeated by the role examples and not broken down.

Possible variations:

- the role cards can either be doubled- this is interesting in the evaluation and participants with the same roles can reflect their thoughts and experiences (If there are more than 20 participants in the group it will happen online) .

- After the evaluation, the exercise can be performed a second time. The participants do not receive role cards but answer the questions in their own person. In this way, the participants' own social positioning and the power they have can be worked out. Furthermore, the participants' own scope of action can be made clear.

Possible Questions:

Can you/ Do you

- get a bank loan?

- get dental treatment if you want it?

- Do yo feel safe on the street in the night?

- plan 5 years in advance?

- kiss your partner on the street without reservation?

- choose your place of residence freely?

- register your next child in the municipal kindergarten?

- live your religion openly and without problems?

- spontaneously join a trip of friends to Switzerland?

- assume quite naturally that you will be mentioned in newspaper reports and news items

- ...be "thought along"?

- vote in the next local elections?

- afford to go to the cinema or pub at least once a week?

- be relatively sure that you won't be checked by the border officials on the train from Duisburg to Amsterdam (random checks)?

- accept a job relatively easily?

- adopt a child?

- study at a university?

- assume that you have the same career opportunities as other colleagues with similar qualifications?

- assume that you will receive important information in your mother language?

- spend a holiday in your home country?

- expect fair treatment from the police when trying to report a thief?

- Make a life insurance?

- become a member of the local tennis club?

- get into any discotheque without problems?

- assume that you or your children will not be discriminated at school?

- find an apartment relatively easily?

- be relatively sure that your interests are heard and taken into account at work or school?

- feel safe from sexual harassment and assault at work or on the way to work?

Role cards

1. An 18-year-old military service provider from ….
2. A 48-year-old professor of physics, married, two children.
3. A severely disabled doorman in a wheelchair, 51 years old.
4. A 31-year-old ethnic German immigrant who is in retraining.
5. An 18-year-old lesbian trainee as an IT specialist.
6. A 14-year-old secondary school student with dyslexia.
7. A 72-year-old pensioner who used to work as a metal craftsman.
8. A 25-year-old daughter of a bank director. studying economics at the university.
9. A 32-year-old banker with Muslim faith, whose parents immigrated from Turkey.
10. A 16-year-old son of a farming family, secondary school student.
11. A 52-year-old lawyer who works in the European Parliament.
12. A 27-year-old illegal immigrant from Rwanda.
13. A 17-year-old punk who is training to be a carpenter.
14. A 34-year-old refugee from Afghanistan, who lives in a refugee camp.
15. A 35-year-old musician, who is six months pregnant.
16. A 48-year-old instructor in electrical engineering.
17. A 32-year-old competitive athlete from Munich.
18. A 21-year-old unemployed single mother.
19. A 53-year-old woman, who is homeless
20. A 49-year-old unemployed engineer.
21. A 28-year-old prostitute, HIV positive.

CONCLUSION

Objectives:
Recognizing social inequalities, privileges and deprivileges and sensitizing people to the unequal distribution of opportunities in society.
Challenge empathy with the real living conditions of social minorities or cultural groups.
Promoting social empathy with people who do not belong to the majority society.
Reflection of one's own position in society.

Subjective spaces of possibility: Even if social positioning defines certain spaces of action through privilege and deprivilege, individuals still have the possibility of using their positions differently, because structural limitations do not exclude individual spaces of possibility. However, not everyone is the "architect of their own fortune", because different structural starting positions have a strong influence on the individual scope of action.

Annex: