

Jaana Häkli (ed.)

# Activity handbook

for global citizenship and diversity  
education in higher education



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# Foreword

**JAANA HÄKLI**

This activity handbook is a result of the Intellectual Output 2 of the Erasmus+ funded project called **GLOBDIVES** (Global Citizenship and Diversity Management Skills in Higher Education). The project was led by Kauno Kolegio in Lithuania and joined by htw Saar from Germany, University of Vigo from Spain, Alexandru Ioan Cuza University from Romania and LAB University of Applied Sciences from Finland. LAB University of Applied Sciences was also leading the work for the Intellectual Output.

Global citizenship education and diversity training are effective when principles of transformative education are followed and integrated into teaching either in class or online. Transformative learning focuses on building critical consciousness and to a change in one's behavior and identity as a human being. This approach develops learners' ability to analyze and process information, to form connections between detailed information and bigger concepts, pose questions and to act on social, political, and cultural contexts that influence and shape their lives. Developing skills and competencies with the help of problem-based learning as well as awaking emotions connected to the topic are in the core of transformative learning. This learning process consists of action, dialogue, creativity, and self-reflection e.g. of one's beliefs that can lead to changes in individual's key assumptions in how he sees the world. (Dirkx 1998.)

Knowing the principles of sustainable development, communication skills, intercultural competence, problem solving and understanding of business ethics are seen as some of the key generic skills in today's world (Osaamisen ennakointifoorumi 2019). All these are addressed in global citizenship education and diversity training. Hopefully these activities will liven up the teaching session, raise interesting questions and conversations as well as give teachers and students some meaningful learning experiences together.

# Writers

## **JAANA HÄKLI, M.A.**

is Senior Lecturer at LAB University of Applied Sciences in Finland. She has over 20 years of experience in teaching intercultural competence and foreign languages. In recent years she has been more involved in national and international RDI projects. Her research interests include topics related to global citizenship education, diversity and interculturality.

## **RUXANDRA CIULU, PHD**

is an Associate Professor at the Department Management, Marketing and Business Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, in Romania. She teaches courses in the field of Strategic Management and Human Resources Management both in Romania and abroad, has been involved in several internationalization activities, including projects.

## **PROF DR PETRA GARNJOST**

is Professor of Management at htw saar, University of Applied Sciences, Saarbrücken Germany. She teaches several core courses in Management at undergraduate and graduate level, and her areas of electives include Leadership, Intercultural Communication and Team Management. Dr. Garnjost is also a frequent presenter at conferences and now serves as the Dean of Study at the Business School.

## **PROF DR KERSTIN HEUWINKEL**

has been since 2005 professor at the Faculty of Business Administration, htw saar, University of Applied Sciences, Saarbrücken, Germany in international tourism management. In addition to teaching sociology of tourism and intercultural competence, her research focus right now is on social impact and cultural encounters in responsible tourism.

## **ELENA DE PRADA**

has been teaching foreign languages for specific purposes in different specialties such as history, education, and tourism at the universities of Santiago de Compostela and Vigo and has been a visiting lecturer at several Spanish and European universities. At present, she teaches ESP at the Faculty of Business Studies and Tourism. She has been occupying different management positions at the universities of Santiago and Vigo. Since 2022, she has been vice dean at the faculty of international relations. Her research interests include topics such as English as a foreign language, innovation methods in teaching and learning, student integration into the labor market and interculturality.

**Students from the degree programme of social services at LAB University of Applied Sciences have contributed to creating activities for this handbook as a course assignment on their course of Technology and Innovation Knowledge. Their activities have followed the principles of Open Access.**

# **Global Citizenship and Sustainability**



# Global citizens? We are already everywhere.



**Type:**  
Small group/ group  
discussion



**Duration:**  
10-15min

**No preliminary  
knowledge  
needed**

<b>Class/distant</b>	<p>Steps 1 and 2 can be done in class, independently, or as a preliminary task.</p> <p>Step 3 demands discussion, so it can be fulfilled in class or during a webinar.</p>
<b>Goal</b>	<p>To find preconceptions of global citizenship before lecturing/providing information on the topic.</p> <p>Students reflect on their understanding of global citizenship and exchange opinions on the concept. The task activates students to participate in the class and to share personal experience.</p>
<b>Description</b>	<p><b>Step 1:</b> Think of the following questions: What is global citizenship? Who is a global citizen?</p> <p>Write your definition/description for them without any research.</p> <p><b>Step 2:</b> <b>Watch the following short videos</b> where the students from Webster University (2015) <a href="https://www.youtube.com/watch?v=wgWnFKLmH2I">https://www.youtube.com/watch?v=wgWnFKLmH2I</a> and the specialists participating in the UNESCO (2015) conference (<a href="https://www.youtube.com/watch?v=XVSgbU6WVSk">https://www.youtube.com/watch?v=XVSgbU6WVSk</a>) state their opinions on the question.</p> <p><b>Step 3:</b> Discuss in your group: Is there something that made you think differently? Is there something you disagree with? How are individual student's definitions different? Are the cross-cultural differences in the definitions?</p>
<b>Notes</b>	<p>Step 2 allows usage of any video the teacher considers suitable for the task purpose. The chosen links present reliable material suitable to the level of studies.</p>

# If the world were a village of 100 people



**Type:**  
Whole class




**Duration:**  
30min including discussion

<b>Preliminary</b>	The task is designed to be done in the beginning of the course to give students an understanding on global demographics
<b>Class/distant</b>	Any
<b>Goal</b>	To awaken students to learn about global demographics and upcoming changes to them
<b>Preparation</b>	If done in a classroom, make sure there is paper and writing equipment available
<b>Description</b>	<p><b>Step 1:</b> Before watching the video, ask students to pay attention to information that surprised them or raised other kinds of emotions or concerns in them.</p> <p><b>Video 1:</b> <a href="https://www.youtube.com/watch?v=cLEXfXkAAi0">https://www.youtube.com/watch?v=cLEXfXkAAi0</a> (Earth Management TV 2022)</p> <p><b>Video 2:</b> <a href="https://www.youtube.com/watch?v=LXqOd5noN8g">https://www.youtube.com/watch?v=LXqOd5noN8g</a> (Shetty 2019)</p> <p><b>Step 2:</b> Discuss students' observations and make them think of questions such as:</p> <ul style="list-style-type: none"> <li>• Were they surprised by how privileged they are globally as students of higher education?</li> <li>• What kinds of observations did they make regarding linguistic diversity?</li> <li>• If they think about the role of the Internet in their everyday lives, can they even imagine that over 30 people out of 100 can't access it. How many hours per day do they spend online?</li> <li>• What do they think about the unequal disproportion of wealth globally?</li> <li>• What is the role of democracy in today's world?</li> <li>• What are typical global diseases?</li> </ul> <p>Emphasize gratitude for what one has, how every individual can make an impact on humanity e.g. through civil engagement and charity work.</p>
<b>Notes</b>	As these videos are short and have partially different information, it's good to show them both for students. Repetition can also help students in remembering facts from them.

# Trailblazers

No preliminary knowledge needed

 **Type:**  
Individual

 **Duration:**  
1 hour

<b>Class/distant</b>	Distant individual work, small group discussion
<b>Goal</b>	Activate students' knowledge on civil engagement and how one person can become a trailblazer or an advocate for a cause one believes in and create awareness to it e.g. through influential communication in social media.
<b>Preparation</b>	Open a discussion forum for the task in the educational environment.
<b>Description</b>	<p><b>Step 1:</b> Show students videos of: Greta Thunberg <a href="https://www.youtube.com/watch?v=ldclzUjE6eg">https://www.youtube.com/watch?v=ldclzUjE6eg</a> (Brut America 2021) Malala Yousafzai <a href="https://www.youtube.com/watch?v=a6T5DeZ9Z4c">https://www.youtube.com/watch?v=a6T5DeZ9Z4c</a> (The New York Times 2009)</p> <p>to share examples for how a single individual can make a difference through civil engagement and influencing e.g. in social media platforms. Civil engagement is a great opportunity to train one's leadership, teamwork, and intercultural competence skills as well as empathy and enables valuable possibilities for networking for example for the future professional career.</p> <p><b>Step 2:</b> Ask students to pick a cause or a group of underprivileged people that deserve more attention and to write a blog article on it to practice their skills in influential writing. Blog post should be posted on the educational platform so that they can be read by everyone. If students have difficulties picking up a cause, they could familiarize themselves with the website <a href="http://www.globalcitizenship.org">www.globalcitizenship.org</a> to pick an existing cause.</p> <p><b>Step 3:</b> Ask students to comment at least 3 blog posts of fellow students or to have a reflective group discussion in small groups about their learning in the task.</p>
<b>Notes</b>	Step 2 allows usage of any video the teacher considers suitable for the task purpose. The chosen links present reliable material suitable to the level of studies.

# Every single voice counts



**Type:**  
Individual



**Duration:**  
Steps 1–3: 1-2h  
Step 4: 15-30min

**No preliminary knowledge needed**

<b>Class/distant</b>	Distant individual work
<b>Goal</b>	Activate students' knowledge on civil engagement and make them think of possible real actions for local communities
<b>Preparation</b>	Open a discussion forum for the task in the educational environment.
<b>Description</b>	<p>Get to know InterNations: <a href="http://www.internations.org">www.internations.org</a></p> <p><b>Step 1:</b> Choose the country of your residence or your interest and check the list of its communities. Which one would you choose to join?</p> <p><b>Step 2:</b> Browse current activities, the chosen local community offers, and think of at least one idea you could propose to the community.</p> <p><b>Step 3:</b> Submit a post to the discussion forum or share your thoughts in class depending on the environment the course is being taught.</p> <p><b>Step 4:</b> Comment on at least 3 other ideas posted by the course participants. You can write, for example, whether you would join an offered activity or not, and why. You can develop the idea if something comes to your mind. You can give references and links if you know something relevant to the idea. Everything counts. Please, remember the rules of politeness and respect others.</p>
<b>Notes</b>	Step 4 can be omitted. However, it adds to communication between the course participants, engagement in the course topic. It also serves to develop skills of analyses of others' actions.

# The Opposites

No preliminary knowledge needed



**Type:**  
First group discussions and later sharing thoughts in classroom.



**Duration:**  
Group discussions 30 min, common discussion 20-30min minutes for

<b>Class/distant</b>	Any
<b>Goal</b>	Learn different themes about global education
<b>Description</b>	<p><b>Step 1:</b> Watch the slideshow one slide at a time (Appendix 1). There are two photos in each slide that are opposites. Think about what thoughts and feelings the photos awaken in you.</p> <p><b>Step 2:</b> Discuss in your group (3-4 persons) after every slide, what you thought about the photos. One of the group members can write down notes.</p> <p><b>Step 3:</b> When you have watched all the slides, share your group's opinions in the classroom.</p>
<b>Notes</b>	In this exercise we want people to learn about different themes of global education. We want the photos to awake feelings and thoughts about diversity, inequality, sustainability, poverty, climate change and refugees.

# My future world



**Type:**  
Individual and at the end a discussion including the whole group



**Duration:**  
1,5h including the task and the discussion

<b>Preliminary</b>	Task is designed to be done at the end of the course to inspire hope
<b>Class/distant</b>	Any
<b>Goal</b>	To awaken students to dream about the responsible world of the future and to think about their own ways how it could be achieved
<b>Preparation</b>	If done in a classroom, make sure there is paper and writing equipment available
<b>Description</b>	<p><b>1. Imagine a future world, what does it look like?</b> Focus on the societal perspective. Sketch a map of it. Your dream world can even be utopian. Don't reject even the wildest ideas.</p> <p>Also think about your personal input for your dream world and include it on your map: What could you do for it?</p> <p><b>2. Questions for the group discussion when the maps are ready:</b></p> <ul style="list-style-type: none"><li>- What is your future world like?</li><li>- How could you achieve it? Even little actions count.</li></ul>
<b>Notes</b>	A picture example (Appendix 2)

# Food waste

No preliminary knowledge needed



**Type:**  
Group discussion



**Duration:**  
30 min

<b>Class/distant</b>	Any
<b>Goal</b>	<p>To awaken students to pay attention to their habits in taking food from buffet tables and eating and how food waste contributes to climate change.</p> <p>To teach students how even little everyday issues such as avoiding food waste matter.</p>
<b>Preparation</b>	Making round tables for small groups, if necessary.
<b>Description</b>	<p><b>Step 1:</b> If possible, put students into small multicultural teams.</p> <p><b>Step 2:</b> Show the students the video/s related to food waste by</p> <ul style="list-style-type: none"> <li>• OzHarvest (2022) <a href="https://www.youtube.com/watch?v=wgLuXvtaLyQ">https://www.youtube.com/watch?v=wgLuXvtaLyQ</a> and/or</li> <li>• ClimateScience (2021) <a href="https://www.youtube.com/watch?v=ishA6kry8nc">https://www.youtube.com/watch?v=ishA6kry8nc</a></li> </ul> <p><b>Step 3:</b> Have a discussion with students e.g. about following questions:</p> <ul style="list-style-type: none"> <li>• What is a typical lunch or dinner in your country?</li> <li>• Is it culturally acceptable to waste food? If yes, why? If not, why not?</li> <li>• If it is culturally acceptable to waste food, is it culturally acceptable to waste all kinds of ingredients or are there some restrictions in this.</li> <li>• What did your parents teach you about the right conduct with food items?</li> <li>• Where does wasted food end up in your family home?</li> <li>• How can you utilize leftover food? Share some tips to your fellow students?</li> <li>• Does a sophisticated person waste food?</li> </ul>

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## Notes

### **Cultural differences related to eating and food waste exist.**

e.g. in Chinese culture you express to your host that you have had enough food when you leave some meat or vegetables on the plate, however it's not culturally acceptable to leave rice on the plate as it's the most important source of nourishment for the Chinese.

e.g. in Serbian and Spanish culture hospitality is often shown in the forms of food and this can be seen in the length of dinners and the numbers of different meals that are brought to the table as there are often more than 3 courses. These kinds of meals often produce lots of food waste especially if you eat a lot in the beginning of a lengthy dinner or too quickly for example.

Finnish people experienced difficult years of hunger in 1867-1868 and as a consequence almost 8 % of the Finnish population died because of hunger. Hence, Finnish children are taught to take as much food on the plate that they also finish eating in a country where buffet restaurants with all-you-can eat mentality exist a lot. It's not culturally acceptable to waste food especially if you have taken it by yourself.



# My slavery footprint



**Type:**  
Independent/  
Group discussion



**Duration:**  
2h

**No preliminary knowledge needed**

<b>Preliminary</b>	No preliminary knowledge required
<b>Class/distant</b>	Any
<b>Goal</b>	To make students aware of their material possessions, consumer behavior and eating habits and their impact on the world and the environment.
<b>Description</b>	<p><b>Step 1:</b> <b>Ask students at home to fill in the survey on</b> <a href="http://www.slaveryfootprint.org">www.slaveryfootprint.org</a> (Slaveryfootprint) to find out for how many slaves they are responsible for and to learn what causes modern slavery.</p> <p><b>In addition, ask them to watch as least one of the following videos dealing with fast fashion:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=QicSkPNx4Ho">https://www.youtube.com/watch?v=QicSkPNx4Ho</a> (DW Documentary 2022)</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=23vUvQN-R1Y">https://www.youtube.com/watch?v=23vUvQN-R1Y</a> (DW Documentary 2021)</li> </ul> <p><b>Step 2:</b> <b>Possible questions for the group discussion:</b></p> <ul style="list-style-type: none"> <li>• How did students react to their results?</li> <li>• What were the biggest causes for their result? What did they think?</li> <li>• Were there cultural differences in the results between students who come from industrialized countries vs. students coming from developing countries?</li> <li>• What is the role of material possessions in different cultures? Is it important to show off your wealth with material possessions?</li> <li>• How can the massive problem with fast fashion be solved?</li> <li>• Does fast fashion just have negative problems or is the problem more complex?</li> <li>• What can you do as a consumer to contribute to a change in fast fashion production?</li> </ul>

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## Notes

Modern slavery affects almost 50 million people globally and about a quarter of them are children. (Antislavery)

### **Comments on slavery footprint results:**

- High figures often are due to bad working conditions and child labour in mining industry when valuable minerals needed in the production of electronics are needed or from high consumption of water in farming e.g. avocados, oranges, or cotton. In jewellery production and textiles industry poor wages and high production demands are often reasons for modern slavery.
- Textile industry in Bangladesh contributes to more than 80% of country's GDP and especially to women's employment in the country. Without the textile industry, women's empowerment could be clearly worse in the country, so stopping fast fashion is not a simple problem to solve.

### **More information on modern slavery:**

<https://www.antislavery.org/slavery-today/modern-slavery/> (Antislavery 2024)

# What does your garden say about you?



**Type:**  
Group discussion



**Duration:**  
45-55min

**No preliminary knowledge needed**

<b>Class/distant</b>	Class
<b>Goal</b>	<p>To find preconceptions of global citizenship before lecturing/ providing information on the topic.</p> <p>Students reflect on their understanding of global citizenship and exchange opinions on the concept. The task activates students to participate in the class and to share personal experience.</p>
<b>Description</b>	<p>Organize participants in MONOCULTURAL groups of 5. Each group will choose 2 persons: 1 to write down what would be said during their discussion and another to be their spokesperson.</p> <p>The moderator will display on the screen images of some plants/trees/natural landscapes.</p> <p>Each group will choose an image from those displayed on the screen. This part of the activity should be developed in 5 minutes.</p> <p>After that, each group will develop a discussion regarding that image and how it reveals/relates to its corresponding potential culture. In this aspect, groups will bear in mind, also, different climates in the corresponding regions where those plants/trees/natural landscapes are found and how they affect people's character, clothes, gastronomy, water resources, etc. This part of the activity should be developed in 20-25 minutes.</p> <p>The spokesperson of each group will be asked to share with the other groups what his/her group had discussed earlier regarding the image they have chosen. After that, a debate among all groups will be held to discuss different opinions and perceptions. This part of the activity should be developed in 20-25 minutes.</p>
<b>Notes</b>	<p><b>Materials needed:</b> A wide room where groups can be divided comfortably, computer(s), projector and (good) Internet connection</p> <p>Instead of virtual images, this activity can be developed using hard copies distributed among participants.</p>

# Ways to reduce your CO<sub>2</sub> footprint when drinking water



**Type:**  
Small Group or several teams of 4-6 students



**Duration:**  
60-90min

No preliminary knowledge needed

<b>Class/distant</b>	Step 1 and 2 can be done in class and the ideas for action could be a small follow-up project. But it is also possible to do all three steps in class.
<b>Goal</b>	To create awareness about the CO <sub>2</sub> footprint of bottled water, to acquire knowledge about the climate consequences of using plastic bottles for water consumption, and to design and implement an action that helps to reduce the CO <sub>2</sub> footprint of bottled water consumption.
<b>Description</b>	<p>Students go through the process of increasing awareness of the consequences of climate by using bottled water. They understand different steps for reducing CO<sub>2</sub> when consuming water. And they look for activities within their university to support students' reducing their CO<sub>2</sub> footprint when drinking water.</p> <p><b>Step 1 – (critical thinking):</b> What are the pros and cons of bottled water in plastic bottles? Students reflect in group discussions on the pros and cons of consuming water in plastic bottles.</p> <p>Sources: <a href="https://www.medicalnewstoday.com/articles/327395">https://www.medicalnewstoday.com/articles/327395</a> (Medical News Today 2020), <a href="https://housegrail.com/bottled-water-facts-and-statistics/">https://housegrail.com/bottled-water-facts-and-statistics/</a> (Housegrail 2024)</p> <p><b>Step 2 – (problem-based learning):</b> Analyze the climate consequences of using plastic bottles for water consumption. Different sources are available – students decide on what aspects they want to focus on.</p> <p>Source: <a href="https://sciencing.com/carbon-footprint-plastic-bottle-12307187.html">https://sciencing.com/carbon-footprint-plastic-bottle-12307187.html</a> (Sciencing 2018)</p>

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<b>Description</b>	<p><b>Step 3 – (action/ reflection):</b> “I think we should stop drinking bottled water. There’s no need to be drinking it if you’re living in western communities.”</p> <p>Students reflect on the statement of Cate Blanchett (Actress). They collect ideas on how to reduce the CO<sub>2</sub> footprint caused by water consumption.</p>
<b>Notes</b>	<p>This activity works well with business and engineering students and in groups with mixed disciplines. It could also be integrated into a marketing course, reflecting on product, price, place, and promotion.</p>

# My relationship with sustainable development

No preliminary knowledge needed



**Type:**  
Group Discussion

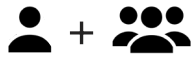


**Duration:**  
depends on the size and the amount of the groups

<b>Class/distant</b>	Any
<b>Goal</b>	To act as a conversation starter regarding students' relationship with sustainable development
<b>Preparation</b>	<p>Ask students to bring to class an item or a picture representing their relationship with sustainable development.</p> <p>If the exercise is carried out in the classroom, the PowerPoint guiding the exercise must be projected for students to see. If executed online, the computer screen must be shared.</p>
<b>Description</b>	<p>Students are divided into smaller groups (approx. 4-6 students) as needed.</p> <p>Each student takes a turn and tells how the item they brought with them reflects their relationship with sustainable development.</p> <p>When everyone has had a chance to share, students are free to discuss their thoughts that arose.</p> <p>Lastly, the group's thoughts will be discussed among the whole group.</p>
<b>Notes</b>	<p>Students are divided into smaller groups (approx. 4-6 students) as needed. Each student takes a turn and tells how the item they brought with them reflects their relationship with sustainable development.</p> <p>When everyone has had a chance to share, students are free to discuss their thoughts that arose. Lastly, the group's thoughts will be discussed among the whole group.</p>

# Meaningful pictures

No preliminary knowledge needed



**Type:** Individual and at the end a discussion including the whole group



**Duration:**  
Phase 1: 15min  
Phase 2: 20-45min

<b>Class/distant</b>	Any
<b>Goal</b>	To practice creating a meaningful message in the form of a meme that can influence.
<b>Preparation</b>	If done in a classroom, equipment to show the pictures required. If done online, the pictures need to be shared with the students through a link.
<b>Description</b>	<p><b>Phase 1:</b> Look at all the pictures in appendix 3 and think about how they make you feel/what thoughts come to mind. Prepare to share these thoughts with the rest of the class.</p> <p>Have a brief discussion about the pictures and your feelings and thoughts.</p> <p>The teacher can also lead the discussion with the next questions:</p> <ul style="list-style-type: none"> <li>• Do you consume fast fashion? Are you aware of its huge emissions and the human rights problems related to it?</li> <li>• What kind of poverty is there in your own country?</li> <li>• Does someone have experience of natural disasters?</li> <li>• Do people have the right to engage in animal production?</li> </ul> <p><b>Phase 2:</b> Choose one of the pictures or find one online that you want to make a meme out of. Remember that the theme of the task is accountability. The picture you choose doesn't necessarily have to have the theme in it, but the message should still relate to the theme.</p> <p>The idea is to make a meme that will send a message. This can be about climate change, recycling, child labour or whatever is interesting to you. Prepare to show your own meme to the class.</p> <p>Share your meme with the rest of the class in class or on the electronic learning platform and share your thoughts about each other's memes.</p>

## Notes

If there's not too much time and you want to execute the task faster, you can instruct the students to choose their pictures from the ready-made list instead of letting them choose one online.

This cuts the amount of time needed for choosing the pictures at the start of Phase 2.

### **Useful website:**

- <https://imgflip.com/memegenerator> (Imgflip LLC 2024)



# Where are the CULTUREMES?



**Type:**  
Small Group



**Duration:**  
40-50min

**No preliminary knowledge needed**

<b>Class/distant</b>	Class
<b>Goal</b>	<p>To find preconceptions of global citizenship before lecturing/providing information on the topic.</p> <p>Students reflect on their understanding of global citizenship and exchange opinions on the concept. The task activates students to participate in the class and to share personal experience.</p>
<b>Description</b>	<p><b>Step 1:</b> Organize participants in MULTICULTURAL groups of 5. Each group will choose 2 persons: 1 to write down what would be said during their discussion and another to be their spokesperson.</p> <p><b>Step 2:</b> <b>Play some scenes/official trailers from the movies My Big Fat Greek Wedding 1, 2 and 3.</b></p> <ul style="list-style-type: none"> <li>• Official trailer Part 1: <a href="https://www.youtube.com/watch?v=O2mecmDFE-Q">https://www.youtube.com/watch?v=O2mecmDFE-Q</a> (Rotten Tomatoes Classic Trailers 2018)</li> <li>• Official trailer Part 2: <a href="https://www.youtube.com/watch?v=Ffm9eg-jIU">https://www.youtube.com/watch?v=Ffm9eg-jIU</a> (TODAY 2015)</li> <li>• Official trailer Part 3: <a href="https://www.youtube.com/watch?v=AAfIXqZ5xs0">https://www.youtube.com/watch?v=AAfIXqZ5xs0</a> (Focus Features 2023)</li> </ul> <p><b>Step 3:</b> After watching the scenes/official trailers, groups will be asked to highlight possible culturemes/cultural references in the three movies. After that, they will be requested to discuss them based on their cultural backgrounds and their previous experiences.</p> <p>This part of the activity should be developed in 15 minutes.</p> <p><b>Step 4:</b> The spokesperson of each group will be asked to share with the other groups what his/her group had discussed earlier. After that, a debate among all groups will be held to discuss different opinions and perceptions.</p> <p>This part of the activity should be developed in 15-20 minutes.</p>

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## Notes

### **Materials needed:**

A wide room where groups can be divided comfortably, television/computer, projector, loudspeakers and (good) internet connection.

Instead of movies, this activity could be developed using TV series from different countries/cultures.

# Weird Publicity - Or Just Different!



**Type:**  
Small Group

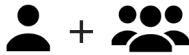


**Duration:**  
50-55min

**No preliminary knowledge needed**

<b>Class/distant</b>	Class
<b>Goal</b>	<p>To find preconceptions of global citizenship before lecturing/providing information on the topic.</p> <p>Students reflect on their understanding of global citizenship and exchange opinions on the concept. The task activates students to participate in the class and to share personal experience.</p>
<b>Description</b>	<p>Organize participants in MULTICULTURAL groups of 5. Each group will choose 2 persons: 1 to write down what would be said during their discussion and another to be their spokesperson.</p> <p>Ask each group to search on the Internet for several advertisements of the same product from different countries (for example, Coca Cola, Perfumes, Tuna cans, sportswear, etc.). This part of the activity should be developed in 10-15 minutes.</p> <p>After watching the advertisements, each group will be asked to highlight potential cultural aspects in them and analyse them according to their corresponding cultures/societies. This part of the activity should be developed in 20 minutes.</p> <p>The spokesperson of each group will be asked to share with the other groups what his/her group had discussed earlier. After that, a debate among all groups will be held to discuss different opinions and perceptions. This part of the activity should be developed in 20 minutes.</p>
<b>Notes</b>	<p><b>Materials needed:</b> A wide room where groups can be divided comfortably, computer(s), projector, loudspeakers and (good) internet connection.</p>

# How international is your life?



**Type:**  
Individual and at the end a discussion including the whole group

**No preliminary knowledge needed**

<b>Preparation</b>	Laptop or notebook is needed to make notes
<b>Class/distant</b>	any
<b>Goal</b>	To awaken self-reflection regarding sustainability, responsible consumer behaviour and ownership as well as how networked and dominated by the west the world is.
<b>Description</b>	<p><b>Phase 1:</b> Let students think about answers to following questions and have them make notes about themselves based on them.</p> <ul style="list-style-type: none"> <li>• What do you have for breakfast and from where are those items from if you think about their countries of production?</li> <li>• Where are your drinking water, juice, lemonade, beer, or wine coming from?</li> <li>• What brand is your phone and where has it been designed and manufactured? Is there a difference between them?</li> <li>• Where are your shirt, jeans/trousers/sneakers from?</li> <li>• Where is your toilet paper coming from?</li> <li>• Where does your fridge come from?</li> <li>• Your top 3 tv-shows: Where have they been produced and what country / culture / world do they represent?</li> <li>• What is your favourite fast food and where does it come from originally?</li> <li>• Your top 3 singers / bands: In what language are they singing and from which countries are the fans from?</li> <li>• Where do your favourite flowers come from?</li> <li>• Where is the origin of your faith / religion if you have one?</li> <li>• Where are the letters in your native language coming from?</li> </ul> <p><b>Phase 2:</b> Discuss questions such as carbon footprint or carbon shadow, responsible consumer behavior as well as humane working conditions e.g. for fast fashion items and/or how much dominated by the west many elements in our everyday life are. Discuss also how globalization has affected e.g. food and entertainment industry as well as production.</p> <p>Information on carbon shadow: <a href="https://www.nationalgeographic.com/environment/article/climate-shadow-carbon-footprint">https://www.nationalgeographic.com/environment/article/climate-shadow-carbon-footprint</a> (Mulvaney 2023)</p>



# **Gender Segregation and Equality**

# My memory on equality or inequality



**Type:**  
Pair or  
small Group



**Duration:**  
15–30min depending on the  
number of participants

<b>Preparation</b>	Laptop or notebook is needed to make notes
<b>Class/distant</b>	any
<b>Preliminary</b>	This activity should be done in the beginning of the course as it is a warm-up activity and can be used to get to know fellow students.
<b>Goal</b>	To learn to identify segregation and inequalities
<b>Description</b>	<p>Ask students to form small groups of 2-6 students and to discuss their earliest memories about equality, inequality, and segregation.</p> <p>Introduce following questions to open the discussion:</p> <ul style="list-style-type: none"><li>• “How old were you when you started to think about equality, inequality or segregation?”</li><li>• “How can equality be seen in your life?”</li><li>• “What does equality mean to you?”</li><li>• “What are the worst inequalities you dislike or fight against?”</li></ul>
<b>Notes</b>	Form multicultural and heterogenous groups, if possible, to get the best result of the exercise.

# My likes and dislikes related to gender and its norms



**Type:**  
Group



**Duration:**  
15-30min depending on the number of participants

<b>Class/distant</b>	any
<b>Preliminary</b>	This activity should be done in the beginning of the course as it is a warm-up activity and can be used to get to know fellow students
<b>Goal</b>	To learn to identify stereotypes and norms related to gender
<b>Description</b>	<p>Ask students in small groups to introduce themselves to their group members or the entire student group by continuing following sentences:</p> <p><b>I'm ____ and I identify myself as ____.</b> <b>I like ____ like many ____ in general do.</b></p> <p>» e.g. I'm Jaana and I identify myself as a woman. I like (an activity / a norm that is connected with gender) knitting like many women in general do.</p> <p><b>I'm ____ and I identify myself as ____.</b> <b>I dislike ____ unlike many ____.</b></p> <p>» e.g. I'm Jaana and I identify myself as a woman. I dislike (an activity / a norm that is connected with gender) cooking unlike many women.</p> <p><b>I'd like ____ (a skill you'd like to learn that is connected with gender) like many ____ do.</b></p> <p>» e.g. I'd like to learn how to decorate cakes or do pottery like many women do.</p> <p><b>I'd like ____ (a norm connected with gender to change due to a reason).</b></p> <p>» e.g. I'd like Muslim women to uncover their faces so that their beautiful smiles could be seen.</p>
<b>Notes</b>	Form multicultural and heterogenous groups, if possible, to get the best result of the exercise.



# Female employment in tourism

## - Double segregation

No preliminary knowledge needed



**Type:**  
Group Discussion



**Duration:**  
15–30min depending on the number of participants

<b>Preparation</b>	Update of statistics
<b>Class/distant</b>	Steps 1, 2 and 3 can be done in class, independently, or as a preliminary task Step 4 demands discussion, so it can be fulfilled in class or during a webinar
<b>Goal</b>	Students know the terms double segregation and intersectionality.  Students are able to analyse gender statistics. Students are aware of the relevance of occupational segregation for their academic and work lives.
<b>Description</b>	<b>Step 1:</b> Introduction to relevant terms and concepts.  <b>Step 2:</b> Analysis of actual statistics.  <b>Step 3:</b> Search for data from own field of study and university.  <b>Step 4:</b> Group work: Develop measures for university
<b>Notes</b>	<b>A distinction is made between horizontal and vertical segregation.</b>  <b>Vertical segregation</b> refers to the unequal distribution of the sexes at different hierarchical levels. Here, the position of the person within the profession, industry or company is decisive. Particularly on the first management level and in larger companies, a strong underrepresentation of women can be observed.

Continues on the next page »

## Notes

**Horizontal segregation** describes the unequal distribution of women and men in different professional fields of activity, so-called male-, female- and mixed-gender professions or industries.

Important:

A female share of more than 70 per cent is considered female-dominated. Most female-dominated occupations are less respected and less paid than male-dominated occupations.

**Case study:**

The airline industry shows an apparent underrepresentation of women in the cockpit. Only 5.3 per cent of pilots and 1.4 per cent of captains are female (International Society of Women Airline Pilots, 2020). Combined with differences in the appreciation and pay of cockpit and cabin crew, this leads to an income gap of up to 80 per cent between men and women. This gender-based occupational segregation has consequences for individuals (limiting career choices), society (perpetuating stereotypes), and companies trying to attract women to new occupational fields.

No preliminary knowledge needed

# Gender display in (tourism) marketing



**Type:**  
Group Discussion



**Duration:**  
15–30min depending on the number of participants

<b>Class/distant</b>	Steps 1-4 can be done in class, independently, or as a preliminary task Step 5 demands discussion, so it can be fulfilled in class or during a webinar
<b>Preparation</b>	Marketing material depicting gender and post-gender marketing
<b>Goal</b>	To learn the terms gender display and to analyse advertisements with regard to stereotypes. Students are able to reflect “She Commerce” and “Pink it and shrink it”. Students understand the aim of post-gender marketing
<b>Description</b>	<p><b>Step 1.</b> Search for 10 tourism advertisements (websites, poster, flyer, catalogues etc.), which display gender constellations.</p> <p><b>Step 2.</b> Analyse the advertisements with regard to Goffman’s categories.</p> <p><b>Step 3.</b> Which categories do you find?</p> <p><b>Step 4.</b> Compare the actual advertisements with advertisements from the 1990s. Which differences do you notice?</p> <p><b>Step 5.</b> Discuss within the group how gender display in tourism advertisements might be changed. Find best practice of post-gender marketing</p>
<b>Notes</b>	<p><b>Sources:</b></p> <p>Castells, M. 2009. Communication Power. Oxford: Oxford University Press.</p> <p>Goffman, E. 1976. Gender Advertisements. London: Palgrave.</p> <p>Goffman, E. 1977. The Arrangement between the Sexes. Theory and Society. Vol. 4, No. 3, 301-331</p> <p>Lippmann, W. 2004. Public Opinion. Transaction Publishers.</p>

# Equality and equity



**Type:**  
Group Discussion



**Duration:**  
15–30min depending on the number of participants

<b>Preparation</b>	Update of statistics
<b>Class/distant</b>	<p>Steps 1, 2 and 3 can be done in class, independently, or as a preliminary task</p> <p>Step 4 and 5 demand discussion, so it can be fulfilled in class or during a webinar</p>
<b>Preliminary</b>	Video & Updated list of data and sources
<b>Goal</b>	<p>To understand the difference between equality and equity: Gender equality aims at reaching the same status, whereas gender equity recognises that not everybody has the same opportunities and resources (World Economic Forum, 2023). To get equal status, some people need additional support (procedures).</p> <p>Students are able to analyse the tourism sector with regard to gender equality and gender equity.</p> <p>Students know important instruments to increase gender equality and equity</p>
<b>Description</b>	<p><b>Step 1:</b> Think of the following questions: What is equality? What is equity? What are reasons for inequality and inequity in the world, in a society, a company, a university, a family?</p> <p><b>Step 2:</b> Watch the following short video where the differences are explained.</p> <p><b>Step 3:</b> Find precise examples for inequality and inequity in tourism.</p> <p><b>Step 4:</b> Discuss within your group of students which of the examples are linked to gender.</p> <p><b>Step 5:</b> Discuss within your group of students how gender equality and gender inequity in tourism could be increased.</p>

**Continues on the next page »**

## Notes

Step 2 allows usage of any video the teacher considers suitable for the task purpose. The chosen links present reliable material suitable to the level of studies.

- <https://www.youtube.com/watch?v=9isVHRDeGis> (Australian Human Rights Commission 2022)
- <https://www.youtube.com/watch?v=XON22PMdFIU> (The Harbor by Jostens 2020)

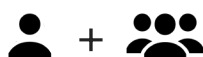
### **Background:**

Regardless of many political, social, and cultural changes, gender still matters because it affects individuals as “gendered persons in society” (West & Zimmerman 1987, 127). Gender matters as much as other socially constructed categories, such as ethnicity and age, due to their relevance in everyday life. The sociological understanding of gender “[...] as an accomplishment, an achieved property of situated conduct [...]” (West & Zimmerman 1987, 126) highlights the importance of gendered interaction, institutions, and policies and demonstrates embeddedness of gender in everyday life practises.

Addressing gender issues in an academic setting is challenging; nevertheless, higher education is crucial for initiating social change. Higher education institutions (HEI) can be essential in promoting human rights, peace education, and gender equality (Rosa & Clavero 2022). To do so, HEIs must systematically integrate gender equality and other sustainable development goals (SDGs) into, for instance, the curricula development.

No preliminary knowledge needed

# Encourage more women to apply for management positions



**Type:**  
Individual and group Discussion

<b>Class/distant</b>	Any
<b>Preparation</b>	Laptop or notebook is needed to make notesg
<b>Goal</b>	To identify situations and blockers for promoting gender equality in management positions and to understand benefits of creating gender-balanced management teams in organizations.
<b>Description</b>	<p><b>Watch the video</b> The Science of Women’s Leadership   Alexis Kanda-Olmstead   TEDxCSU: <a href="https://www.youtube.com/watch?v=FVzHBWoIGew">https://www.youtube.com/watch?v=FVzHBWoIGew</a> (Kanda-Olmsted 2018)</p> <p><b>Other sources (for the teacher):</b></p> <ul style="list-style-type: none"> <li>• Male vs. Female Leaders: What’s the Difference? <a href="https://www.youtube.com/watch?v=QaQvZb6cYul">https://www.youtube.com/watch?v=QaQvZb6cYul</a> (Gill 2014)</li> <li>• Are women better leaders than men? – Leadership <a href="https://www.youtube.com/watch?v=MRSBCDVGdmc">https://www.youtube.com/watch?v=MRSBCDVGdmc</a> (BBC Learning English 2022)</li> </ul> <p><b>Phase 1: Instructions for debriefing the video:</b> Let students individually reply to the following questions:</p> <ul style="list-style-type: none"> <li>• What kinds of feelings did you get from watching the video?</li> <li>• Have you recognized any situations/patterns that you have witnessed before?</li> <li>• Were you surprised by any part of the video?</li> <li>• Would you take any action after watching the video? If so, what kind of action?</li> </ul>

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## Description

### **Phase 2: Classroom activity:**

Let students individually think about the situation and reply to the questions.

You are the manager of a department that has a balanced ratio of men and women. At company level, the situation is generally balanced as well, still women are not equally represented in middle and top management positions. Therefore, some years ago you agreed with your top management colleagues to support women more so that they get promoted.

Still, that does not seem to work. You opened three new middle management positions and, as you are approaching the end of the application period, you notice that only 10% of candidates (2 out of 20) are women.

- How will you deal with this situation?
- What are your options?
- Formulate pros and cons for each option
- Choose your preferred option and prepare your arguments to discuss with the top managers.

### **Phase 3: Debriefing after the activity:**

Group discussion:

- What kind of feelings did you experience during the activity?
- What was the easiest part?
- What was the most difficult part?
- If ever placed in a position like this, would you know how to manage it?
  - If yes, what helped?
  - If not, what else would help?

**Inter-  
culturality**



**THEME: INTERCULTURALITY, IMPLICIT AND EXPLICIT COMMUNICATION, DIFFERING IMAGINATIONS, FALSE SECURITY OF A "LINGUA FRANCA", SELF-REFLECTION OF COMMUNICATION STYLES**

# Copy that!

**No preliminary knowledge needed**



**Type:**  
Group activity, suitable for various group sizes



**Duration:**  
15-20 minutes for the activity,  
15-20 minutes for debriefings

<b>Class/distant</b>	Any
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Paper and pen for every participant</li> <li>• Two sketches of a not too complicated figure composed of several smaller geometric shapes (see example)</li> <li>• One volunteer from the group gets the first sketch and must keep it hidden from the rest of the group.</li> <li>• a three-minute timer or hourglass visible (at least) for the volunteer</li> </ul>
<b>Goal</b>	<p>Precise communication is very important in everyday life, but in a lingua franca, in a diverse team or online, it is not always so easy.</p> <p>And where there is room for interpretation, mistakes and recriminations are not far behind.</p> <p>This exercise illustrates the need for communication loops and for questioning one's own associations.</p>
<b>Description</b>	<p><b>Step 1:</b> The volunteer has three minutes to describe the figure in his own words while the others must draw it. Questions or discussions are not allowed, the volunteer must not show the image to the group.</p> <p><b>Step 2:</b> After three minutes, the original is shown to the group, and it can be compared to the drawings of the group members.</p> <ul style="list-style-type: none"> <li>• Where are the differences, are sizes, shapes, positions correct?</li> <li>• Why not?</li> </ul> <p><b>Step 3:</b> Now the volunteer gets the second sketch and must describe it for the others to draw. But this time, the group is allowed to ask questions about sizes, positioning or else. When the volunteer has finished the description and all questions are answered, the new drawings are again compared to the original sketch.</p>

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## Notes

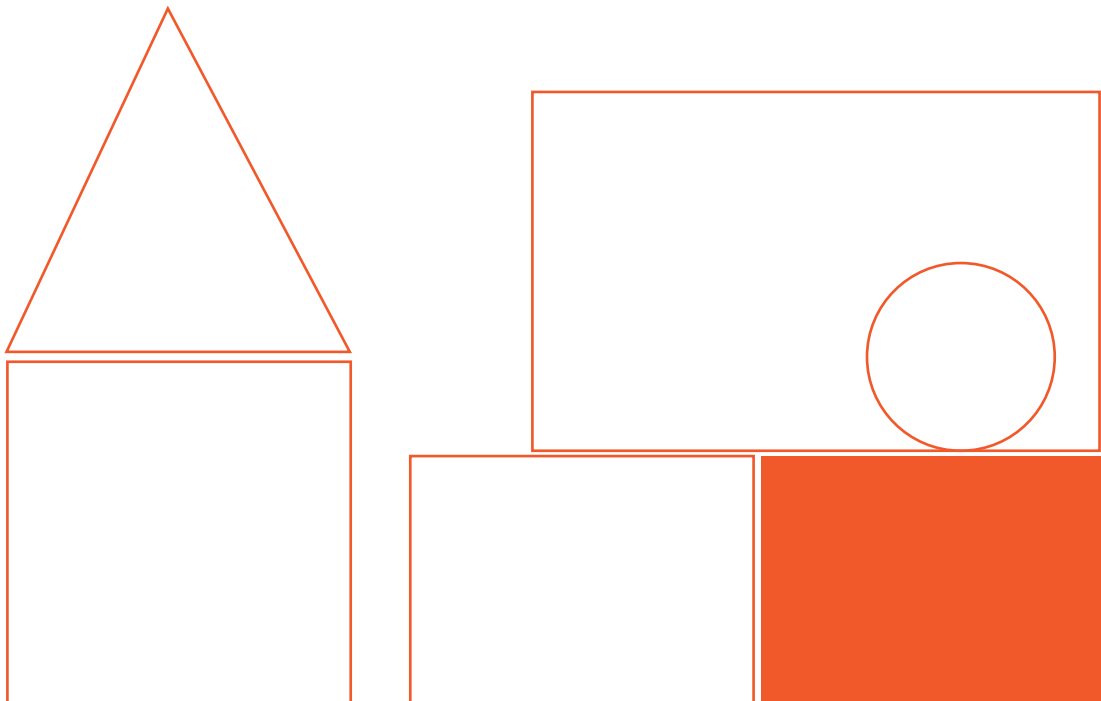
### Debriefing could include questions like:

- What has helped to draw the correct figure?
- How did it feel to not be able to ask questions in the first round?
- Was there a point of which you have been sure to be correct but have been surprised by the outcome?
- Have you perceived differences in the naming of shapes or in giving the instructions?
- Can you imagine situations in real life where a similar setting could occur?
- What did you learn from this activity about communication?

Also works very well in an online environment, especially when people are not used to work together.

A variety of this activity could be to work with two volunteers: One describes and the other one draws on a flipchart in front of the group.

### Example for the figure:



# Cocktail party



**Type:**

Group activity of 20 students.  
The activity can be done also to a smaller group with less paper notes or to a bigger group with more paper notes.



**Duration:**

20 min +  
10 min for review

<b>Class/distant</b>	Class
<b>Preliminary</b>	The activity works the best if students know each other from earlier and by name already. If they do not they should have name tags.
<b>Preparation</b>	Paper notes must be prepared in beforehand.
<b>Goal</b>	To teach students to recognize culture-specific non-verbal communication features.
<b>Description</b>	<p><b>Phase 1:</b> Prepare paper notes to students with statements below. Gather students together to a space where they stand and mingle with each other as if they were attending a cocktail party. While mingling they should pay attention to non-verbal communication cues and try to find out by observation how students are behaving differently compared to how they normally do.</p> <p>The simulation becomes more effective if you have a chance to give them a glass with a beverage to simulate a true situation. Give each student one note and ask him/her to behave according to the note at a cocktail party of an international conference. If you do the activity to a smaller group of students, you can use less paper notes but remember to include the last paper note with the statement among the paper notes.</p> <p><b>Statements:</b></p> <ul style="list-style-type: none"> <li>• Avoid eye contact with male participants.</li> <li>• Look at your toes more often than normally and avoid long eye contact.</li> <li>• Keep 1.5 meters to the person you are talking to.</li> <li>• Take a step back if the person you are communicating with comes too close and invades your personal space.</li> <li>• During conversation touch the person you are talking to between his/her shoulder and hip.</li> <li>• Count to 5 before you give your opinion to a question asked.</li> <li>• Do not use the word NO in conversation but agree on everything and be vague with your opinions.</li> <li>• Smile a lot and be overly eager and extrovert to get to know new people.</li> <li>• Try to find out which networks your conversation partner belongs to and find out how those networks could benefit you in the future.</li> <li>• Criticize arrangements during the conference and the cocktail party and keep on saying how these kinds of events are a waste of time when it comes to professional development.</li> </ul> <p style="text-align: right;"><b>Continues on the next page »</b></p>

## Description

- Shake hands when you meet somebody and when you depart from the conversation.
- Use lots of hand gestures while you talk.
- When you start a conversation with a new person shake hands and try to give two kisses on the cheeks so that you give the first kiss to the right cheek.
- When you start a conversation with a new person shake hands and try to give three kisses on the cheeks so that you give the first kiss to the left cheek.
- Stand close, with a maximum of 30 cm distance, to the person you are talking to.
- Ask to share your business card with the person you are talking to. Give the business card with two hands and bow slightly while exchanging the card.
- Be overly polite and perhaps even begging while communicating. Use phrases such as "If that is not inconvenient..., I hope that I am not disturbing you..., Would you please consider this..., Sir/Madam and please..."
- Speak very softly, mumble even occasionally during the conversation.
- Speak louder than you normally would.
- Look the person directly in their eyes while communicating and maintain a long eye contact.
- Be yourself. Do not act any differently.

### Phase 2:

Discuss with students what kinds of observations did they make regarding each student. Based on their guesses bring up the difficulty in spotting non-verbal communication cues especially if you have never interacted with people coming from that culture before. Give students examples of cultures where the behavior written in the note is a common practice.

### Examples for that:

- 1-1.5 meters personal space and taking a step back (Finland)
- Touching the upper body (middle Eastern, Arabic, Latin American and African cultures)
- Avoiding eye contact with men (Arabic cultures)
- Smiling a lot, eager for networks (Asian cultures, India)
- Do not use the word NO (Asian cultures, India)
- Speak softly (e.g. women in Kenya)
- Being overly polite (Bangladesh, Nepal, the UK)
- Shake hands and give two kisses starting from the right (Spain)
- Shake hands and give three kisses starting from the left (Hungary)
- Counting to 5 before communicating (women in Arabic countries as the time symbolize the non-verbal look a Muslim woman might make to her husband to ask silently for a permission to speak)
- Standing close (middle Eastern, Arabic, Latin American and African cultures)
- Using gestures while communicating (Italy)
- Shake hands while meeting and departing (Germany)
- Maintaining long eye contact (Finland)
- Speaking loudly (the US, China, Italy, Spain)
- Giving a business card with two hands (China, Vietnam)

### Phase 3:

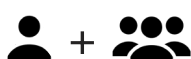
To reflect the exercise, discuss following questions with students:

- How did they feel about acting differently compared to how they are?
- Did they find observing those non-verbal communication cues easy or challenging?
- Have they noticed any other non-verbal communication differences during their travels abroad?

**THEME: INTERCULTURALITY, SELF-REFLECTION, UNDERSTANDING PRIVILEGES, GLOBAL CITIZENSHIP**

# My world view

**No preliminary knowledge needed**



**Type:**  
Individual and at the end a discussion including the whole groups

<b>Class/distant</b>	any
<b>Preparation</b>	Laptop or notebook is needed to make notes
<b>Goal</b>	To awaken self-reflection among students and to learn about how different backgrounds fellow students can come from. To contribute to understanding about what affects one's worldview.
<b>Description</b>	<p><b>Phase 1:</b> Let students think about the following questions in their order and have them make notes about themselves based on them.</p> <ul style="list-style-type: none"> <li>• Where are you right now? How did you end up there?</li> <li>• Where do you live and where have you lived?</li> <li>• How did you grow up and with whom?</li> <li>• Who were your heroes and why?</li> <li>• What kinds of friends regarding diversity do you have? - How do you collect information about the world? What are your key sources / platforms?</li> <li>• Who decides what is information / knowledge?</li> <li>• Where is your knowledge about the world produced?</li> </ul> <p><b>Phase 2:</b> Draw a cloud on the board or use a power point picture where following words form the cloud. Words are: biases and assumptions, attitudes, norms, knowledge production, systems of oppression, stereotypes and representations, eurocentrism.</p> <p>Discuss how these matters affect or have affected your answers in phase 1 and identify through what kinds of lenses and meanings do we all look at the world.</p> <p>Discuss what kinds of feelings you got while doing personal reflection.</p>
<b>Notes</b>	A picture example of the cloud can be found in the appendix.

No preliminary knowledge needed

THEME: INTERCULTURALITY, MULTICULTURALISM

# Rate-This-Song Panel



**Type:**  
Group task



**Duration:**  
1-2 hours,  
depending how many songs you choose

<b>Class/distant</b>	Class
<b>Preparation</b>	Choose the songs you want to play. If you want to rate the songs choose an easy way to do it (via stars, numbers, discussion etc.)
<b>Goal</b>	To increase multiculturalism through music
<b>Description</b>	<p><b>Step 1:</b> Play the songs first, then rate them one by one, or have a short discuss after every song.</p> <p><b>Step 2:</b> If you want to rate the songs, now it is the time to give reviews.</p> <p><b>Step 3:</b> United through music.</p> <p>Discuss about what kind of feelings the music evoked.</p> <ul style="list-style-type: none"><li>• Did anything surprise?</li><li>• What did the students like and what didn't you like and why?</li></ul>
<b>Notes</b>	<p>Encourage the discussion.</p> <p>Music is universal, it moves us regardless of the nationality.</p> <p><b>Rate-this-song Panel song list</b> <a href="https://open.spotify.com/playlist/7fnYSswA8RI0iWkjAU122O">https://open.spotify.com/playlist/7fnYSswA8RI0iWkjAU122O</a> (Spotify 2023)</p>

# To whom do these belong?



**Type:**  
Small group / group discussion



**Duration:**  
Under 30 min depending on the group size

<b>Class/distant</b>	Any
<b>Preliminary</b>	Task is designed to be used at the start of the class on diversity and/or unconscious bias.
<b>Goal</b>	To activate students' reflecting on diversity and unconscious bias as a trait of everyone's everyday behaviour. To bring to the surface the fact that people start judging others based on their personal experience.
<b>Description</b>	<p><b>Step 1:</b> Divide students into small groups / groups depending on the total number of the participants. There are 5 different photos, so either every smaller group get its own photo, or a bigger group discusses more than 1 photo.</p> <p><b>Step 2:</b> Give the task: Look at the photo that has several objects belonging to one person.</p> <p>Discuss in groups to decide who these objects belong to. What can you say of the person's age, gender, family, education, profession or job, and hobbies? What conclusions can you make relying on the photo? Is it easy to agree on the matters within your group?</p> <p><b>Step 3:</b> Ask for 1 representative from a group to present their conclusions to all the participants.</p> <p><b>Step 4:</b> Give the right answer which is that they all belong to the same person. Discuss what the task explains about people's judgements and whether it is possible to avoid such behavior.</p>
<b>Notes</b>	For photos, see the appendix 4.

# **Diversity Training**



# Assessment of equality



**Type:**  
Individual  
or pair work



**Duration:**  
Over 30 min  
15 min is for step 1, 15 min for step 2–5,  
step 6 depending on the group size

<b>Class/distant</b>	Any
<b>Preliminary</b>	Understanding of terms equality, equity, and discrimination
<b>Goal</b>	To make students realise the connection of legislation and real actions by a company that will help them deal with the question of equality in future business life
<b>Description</b>	<p><b>Step 1:</b> The purpose of the Finnish Non-Discrimination Act is to foster equality, prevent discrimination, and enhance the legal protection of those who have been discriminated against. Check the content of the Act (<a href="https://www.finlex.fi/en/laki/kaannokset/2014/en20141325">https://www.finlex.fi/en/laki/kaannokset/2014/en20141325</a>) (Non-discrimination Act 1325/2014 English) or the brochure that provides an explanation (Practical brochure on the contents of the non-discrimination act) (Ministry of Justice 2015) as well as examples of and experiences from discrimination cases.</p> <p><b>Step 2:</b> Visit the website <a href="http://www.yhdenvertaisuus.finlex.fi/en/">www.yhdenvertaisuus.finlex.fi/en/</a> (Ministry of Justice)</p> <p>Carefully read the part What should be assessed. (If interested, you can read information about all the five steps of equality assessment.) Pay special attention to different types of discrimination and examples; fostering equality at work and HR policies: there are questions, objectives, and examples.</p> <p><b>Step 3:</b> Think of a company you are/were working for and conduct a non-discrimination test. It consists of 15 multiple choice questions, no personal or company information is being collected.</p> <p><b>Step 4:</b> Analyze the feedback: How many points (out of 60) does your company/institution get on the test? Did you get acquainted to any source of information offered at the end of the test?</p> <p><b>Step 5:</b> Shortly introduce your findings to the class.</p>
<b>Notes</b>	This task is based on the example of Finland, but it can be used in any EU country or country where the example is of significance.

# Making the best use of everyone's talents: promoting diversity in the workplace



**Type:**  
Whole class



**Duration:**  
Video (10 min)  
+ discussion

No preliminary knowledge needed

<b>Class/distant</b>	Any
<b>Goal</b>	To learn about different forms of diversity and what they can mean for companies' corporate culture
<b>Description</b>	<p><b>Step 1.</b> <b>Watch video:</b> <b>Video produced by the European Commission:</b> <a href="https://www.youtube.com/watch?v=YGyhCC4Dj6U">https://www.youtube.com/watch?v=YGyhCC4Dj6U</a> (FDAD2010 2010)</p> <p><b>Step 2:</b> <b>Instructions for debriefing the video:</b></p> <ul style="list-style-type: none"> <li>• What types of diversity did you spot from the video?</li> <li>• How can companies benefit from diversity?</li> <li>• How does a single employee benefit when the company follows its D&amp;I policies if you think about aspects such as recruitment, well-being at work, job satisfaction and career development?</li> <li>• What is the role of diversity training in companies?</li> </ul> <p><b>Assignment:</b> Plan a step-by-step diversity and inclusion training workshop for about 20 staff members including an introduction to the topic but also activities where you'll learn about each other and that can be used as team building activities?</p>

# Innovative companies and diversity



**Type:**  
Pair work



**Duration:**  
Depends on students' performance

<b>Class/distant</b>	Any
<b>Preliminary</b>	Requires knowledge on diversity management
<b>Goal</b>	To make students realise the connection of legislation and real actions by a company that will help them deal with the question of equality in future business life
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Choose a student pair to fulfill the task</li> <li>2. Each student selects one company in his/her locality, or native city, or current city. The chosen company can be from the sphere of future professional interests of the student or be absolutely randomly chosen.</li> <li>3. Get to know 2-D diversity. Study the material under the following link: <a href="https://hbr.org/2013/12/how-diversity-can-drive-innovation">https://hbr.org/2013/12/how-diversity-can-drive-innovation</a> (Hewlett, Marshall &amp; Sherbin 2013)</li> <li>4. Conduct a survey of the chosen company. Try to find traits of 2-D diversity in the company and the relationship between 2-D with company performance, if there is any.</li> <li>5. Collect data from a company on the type/profile of people working there.             <ul style="list-style-type: none"> <li>• What is their country of origin?</li> <li>• What and where did they get an education?</li> </ul> </li> <li>6. Check the company's performance using the company's own website to compare diversity and company performance.</li> <li>7. Compare the results of two surveys. After conducting your survey, compare the results with the ones your pair got.</li> <li>8. Make notes on your findings and present them to your pair to learn from each other. Pay attention to data, charts, and tables to present simple results.</li> </ol>
<b>Notes</b>	Pairs could be arranged by the teacher/lecture or made using a corresponding tool in the educational environment. Companies can be chosen by the teacher in advance, too.

# Racism and discrimination



**Type:**  
Small group discussions and a larger group discussion afterwards



**Duration:**  
15-30 min small group discussion  
20-30 min final discussion.

<b>Class/distant</b>	Any
<b>Preliminary</b>	The teacher distributes the PowerPoint for the students to see
<b>Goal</b>	To help students to understand how racism and discrimination can manifest and what kind of prejudices can be associated with the situations, and how one could act better in those situations.
<b>Preparation</b>	The teacher divides the students into small groups.  The PowerPoint can be shared, for example, on the course's website, where students can see it.
<b>Description</b>	<p><b>Step 1:</b></p> <p>Students are supposed to first discuss and go through example situations in small groups.</p> <p>For each example situation, students can discuss, for example, the following issues:</p> <ul style="list-style-type: none"><li>• What kind of prejudices are associated with the situation?</li><li>• How does racism or discrimination manifest in the situation?</li><li>• How could the situation have been handled better?</li><li>• What other thoughts arise from the example situation?</li></ul> <p><b>Step 2:</b></p> <p>The teacher can guide the final discussion and share speaking opportunities. The teacher can choose whether the final discussion will go through each example situation together or whether we will discuss together what kind of thoughts the exercise aroused in the students.</p>

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## Notes

### **Case 1:**

Based on the colour of the customer's skin, the clerk assumes that the customer is not from the country in question and does not know the language of the country. A person with a different skin colour can be e.g. adopted to the country as a child and therefore is fluent in native language of the country.

### **Case 2:**

The person in the coffee room assumes that the new employee is not from that country because the new employee does not look like a typical person from the regular population.

### **Case 3:**

The psychologist assumes that the mental health challenges of young people with an immigrant background cannot be caused by anything other than immigration.

### **Case 4:**

A new employee does not want to be directed by someone younger than himself. The new employee assumes that a young employee is not as competent as an older employee.

# What do we have in common?



**Type:**  
Whole group



**Duration:**  
20-30min including discussion

<b>Class/distant</b>	Any
<b>Preliminary</b>	Requires knowledge on diversity management
<b>Goal</b>	To use the understanding of the knowledge on diversity management for problem-solving.
<b>Description</b>	<p><a href="https://www.youtube.com/watch?v=jD8tjhVO1Tc">https://www.youtube.com/watch?v=jD8tjhVO1Tc</a> (TV 2 Play 2017)</p> <p><b>Phase 1: Instructions for debriefing the video:</b></p> <ul style="list-style-type: none"><li>• What kinds of feelings did you get from watching the video?</li><li>• What surprising facts did you notice?</li><li>• What is the point the video makes?</li><li>• What is private and public information in diverse cultures and subcultures?</li></ul> <p><b>Phase 2: Classroom activity</b></p> <p>Gather students into a circle in classroom. Participation of a teacher strongly advised as it makes a strong impact on students.</p> <p>Instructions: Students take a step towards the center of the circle if the statement said by the teacher applies to them. Verbal discussion is not allowed. Remember to highlight strongly in beforehand that there will be sensitive statements said, but the student himself has the decision-making power to determine whether he wants to admit something he thinks, feels or has experienced in front of his classmates. Final questions listed here should be asked as the last ones in the exercise, otherwise their order is random.</p> <p><b>Take a step further if (you)...</b></p> <ul style="list-style-type: none"><li>• have found the right field of study to yourself?</li><li>• have a pet?</li><li>• believe that mild drugs such as marihuana should be legalized?</li><li>• consider yourself beautiful or handsome?</li><li>• smoke?</li><li>• have been in a violent fight?</li><li>• accept abortion?</li><li>• have swam with sharks?</li></ul>

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## Description

- have suffered from mental illnesses such as depression?
- play an instrument?
- have thrown up in a bar?
- have seen wild dolphins free in nature?
- believe in capital punishment
- have had a gun pointed at you?
- have been sexually harassed?
- consider yourself happy?
- are happy with your appearance or body?
- consider yourself wealthy?
- believe that all people in the world are equal?
- have been a bully at school?
- have been bullied at school?
- had sex last night?
- are a vegetarian?
- are Harry Potter fan?
- are an only child in the family?
- have been to a same-sex wedding?
- believe that dogs can be killed for food?
- have been on a hot air balloon flight?
- have kissed another person of the same sex on the lips?
- are now or have ever been in love?
- have ever seen a dead body?
- have given first aid or saved somebody's life?
- have been to a heavy metal concert?
- have been financially responsible for your family?
- think that you are good at dancing?
- have a family member that has suffered from cancer?
- consider yourself wealthy?
- have ever done any charity work?
- are afraid of heights?
- believe in polygamy / polyamory?
- went to church last month?
- like to drive fast?
- covid-19 has been difficult to you?
- believe that all people should be allowed to move wherever they want to?
- cried last week?
- believe in life after death?
- had uncomfortable feelings in this exercise?
- lied in this exercise?

### Phase 3: Debriefing after the activity:

- What kinds of feelings did you get during the activity?
- What were the statements like where you were wondering whether you should take a step further or not?
- What kinds of surprises did you experience during the activity?
- What kind of information is too private to express even non-verbally in front of others?
- What does the activity tell about diversity of your fellow students?
- What united us?

Highlight the concept of creating psychological safety when it comes to talking about sensitive topics and how every participant has the power / voice to admit what he/she has experienced and wants to share to others or keep to himself/herself.

## Notes

The activity can be done online using the show of hands function.

No preliminary knowledge needed

# Sugar cube challenge



**Type:**  
Interactive part in smaller groups, debriefing with the complete group



**Duration:**  
5 minutes for briefing, 10-15 minutes for the activity, 15-20 minutes for debriefing

<b>Class/distant</b>	Class
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• several tables (one for each small group)</li> <li>• several boxes of sugar cubes (or dice for sustainability reasons)</li> <li>• a visible countdown or a large hourglass</li> <li>• a large ruler or measuring tape</li> </ul>
<b>Goal</b>	To reflect on decision-making processes, roles in teams, communication styles, problem solving skills
<b>Description</b>	<p><b>Step 1:</b> Divide the group into smaller groups of four to five students. Make sure to mix up nationalities, if possible.</p> <p><b>Step 2:</b> Each group has one minute to discuss how to build the highest tower possible with the given cubes. After the preparation phase, they have three minutes to build the tower with their number of cubes/dice. After three minutes, the timer stops, and each tower gets measured. The group with the highest tower wins.</p> <p><b>Step 3:</b> One person of each group will switch to another group now. The newly built groups will have 2.5 minutes each to build the highest tower, without any preparatory phase. After 2.5 minutes, the timer stops, and the results are compared.</p> <p><b>Step 4:</b> For the debriefing, all groups are dissolved, and the students may be invited to discuss questions like “How did you decide on a group strategy?”, “What was the difference between both rounds of the challenge?”, “What did you do to balance the different approaches?”, “How did you perceive the communication within both groups?” and the like.</p>
<b>Notes</b>	This activity focuses on group processes, different approaches of problem solving, self-reflection and strategic transfer. The more diverse the classroom is, the more interesting the group dynamics and the learnings will be. It is important to have a profound debriefing of this activity, especially if some students are frustrated because of not having been able to apply their own strategy or if they feel like they could not contribute enough to the group.



No preliminary knowledge needed

# Walking in my shoes



Type: Group



Duration: Minimum 60 min

<b>Class/distant</b>	Any
<b>Goal</b>	To awaken students into different forms of diversity and how challenging daily operations can be if one has e.g. a disability.
<b>Preparation</b>	Borrowing wheelchairs, white sticks for blind people, headphones or ear pods, scarves, cloth pins and small papers, small notebooks
<b>Description</b>	<p>Divide students into groups of 4 students depending on the size of the class. Students are asked to take turns in roles that are:</p> <ul style="list-style-type: none"> <li>• a disabled person sitting in a wheelchair,</li> <li>• a blind person,</li> <li>• a deaf person, and</li> <li>• a team leader with a paper heart in the sleeve.</li> </ul> <p><b>Phase 1:</b>                      Instructions for the person sitting in the wheelchair: student's hands are bound to the wheelchair to give the impression that the student is quadriplegic.</p> <p>Instructions for the blind person: cover student's eyes with a scarf and give the student a white stick.</p> <p>Instructions for the deaf person: Ask the student to listen to music from the phone by using headphones or ear pods.</p> <p>Instructions for the person with a heart label on the sleeve: Draw a heart into a piece of paper and connect the paper into the student's sleeve. This person acts as a team leader during the activity.</p>

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## Description

### Phase 2:

Give following tasks for the team to complete and ask them to pay attention to challenges, feelings, reactions, and uncertainties they will face during the exercise:

1. Go to the campus library to borrow a book that is located on the top shelf. Try to use electronic borrowing devices independently in case they are available. (Teacher should name the book to be picked and see that it is located on the top shelf.)
2. Go the campus café or restaurant to buy coffee/tea and a bakery product / chocolate so that you are using a tray to carry the cup of coffee/tea.
3. Go to campus library to get e.g. a library card or to get access to an electronic journal.
4. Go to the highest floor possible to take a picture from the view you have from the window.
5. Go as a team outside for a short walk to get some fresh air.
6. Create as a team a physical team activity to which all team members can participate safely and inclusively.

### Phase 3:

Debriefing with the whole group:

Discuss e.g. by introducing following questions to students to find out what they experienced and felt during the activity:

1. What was challenging?
2. Did they feel themselves vulnerable? If yes, when?
3. Which disability was the most challenging one?
4. How accessible were the buildings and rooms they visited?
5. What features of accessibility did they pay attention to?
6. How accessible were electronic devices for blind or quadriplegic people?
7. What kinds of challenges in customer service did they have e.g. as blind or deaf people?
8. What kinds of differences did they all experience in moving around inside vs. outside?
9. Did they get long looks from others? How did they make them feel?
10. Did they get any questions about wearing the heart on sleeve etc.?
11. What helped in getting the tasks done?

## Notes

The heart in the paper on the sleeve is way to illustrate what Jewish people felt during the Second World War when they were asked to wear a David's star on their sleeve so that they could be identified as Jews. It can also relate to how people with piercings, tattoos and even uncommon clothes and being overweight can feel when they are being stared at.

Why was the tray used? – To showcase how challenging it can be for blind people walking around with a white stick to carry something.

# Rainbow colours



**Type:**  
Pair / Group



**Duration:**  
Minimum 60 min

**No preliminary  
knowledge  
needed**

<b>Class/distant</b>	Any
<b>Goal</b>	To awaken students into how seeing how companies are showing support for the LGBTQ+ community in their advertising and marketing.
<b>Description</b>	<p><b>Step 1:</b></p> <p><a href="https://www.adsoftheworld.com/collections/highlighted-lgbtq-advertising">https://www.adsoftheworld.com/collections/highlighted-lgbtq-advertising</a> (Ads of the World)</p> <p><b>Step 2:</b></p> <p>Ask students to watch adverts found on the website and to analyse and discuss in groups following questions:</p> <ul style="list-style-type: none"><li>• What kind of an impression did they get from LGBTQ+ people?</li><li>• Are LGBTQ+ people showcased differently in advertising compared to heterosexual people?</li><li>• Are these kinds of adverts common in your home country?</li><li>• Are organizations in your home country celebrating Pride or is LGBTQ+ community still excluded from marketing?</li><li>• Can these kinds of adverts be seen in the country all year round or just around June which is the Pride month globally.</li></ul>

No preliminary knowledge needed

# How to prepare for a job interview?



**Type:**  
Individual, group discussions after watching the video



**Duration:**  
30-40 minutes in total: 10 minutes preparing and for watching the video, adding 20-30 minutes to discuss

<b>Class/distant</b>	Any
<b>Preparation</b>	Setting up a screen to show the video in classroom or remotely, internet connection needed
<b>Goal</b>	To encourage applying jobs / improve employment of immigrants for their first jobs
<b>Description</b>	<p><b>Step 1:</b> Watch the video. <b>Information video for immigrants looking for work in Finland:</b> <a href="https://www.youtube.com/watch?v=Xt9PXMWuUVA">https://www.youtube.com/watch?v=Xt9PXMWuUVA</a> (Portimo 2023)</p> <p><b>Step 2:</b> Discuss in groups or in class. For example:</p> <ul style="list-style-type: none"> <li>• Did you learn something new from the video?</li> <li>• What would you like to add?</li> <li>• Do you have any tips for preparing for a job interview?</li> <li>• Is there something you don't agree with?</li> <li>• Can you think of any cultural differences in job interviews?</li> <li>• Do you already have experience from job interviews?</li> </ul>
<b>Notes</b>	The purpose of this video and discussions is to encourage people to apply for jobs even before their language skills are perfect. Participating in interviews is good practise even if they don't result in getting a job right away.

No preliminary knowledge needed

# Counselling an immigrant in Finland's job search in plain Finnish



**Type:**  
Pair work / small groups discussion about the video



**Duration:**  
Pair work/small groups 5-10 min, whole group 10 min

<b>Class/distant</b>	Any
<b>Preparation</b>	If done in a classroom, equipment for showing the example video needed (projector, laptop etc.). Internet connection also needed for the material.
<b>Goal</b>	To shows how plain Finnish is spoken sensitively in a counselling
<b>Description</b>	<p><b>Step 1:</b></p> <p>Watch the video that is shown to you. Think, how plain Finnish is spoken in the video.</p> <p><b>Video:</b> <a href="https://www.youtube.com/watch?v=vb3gzahajM">https://www.youtube.com/watch?v=vb3gzahajM</a> (Rajala 2023)</p> <p><b>Step 2:</b></p> <p>Discuss in pairs / small groups about your thoughts. After that share your thoughts with the whole group</p>
<b>Notes</b>	<p><b>Things in the video, that we wanted people to notice:</b></p> <ul style="list-style-type: none"> <li>• Plain Finnish is simple and spoken slowly.</li> <li>• When you speak plain Finnish, remember to be respectful for the client.</li> <li>• In plain Finnish, use easy words and sentences.</li> </ul>

No preliminary knowledge needed

# Identifying the capabilities of a person



**Type:** Individual and a discussion in the large group afterwards.



**Duration:** 15-20 minutes for individual work and group discussion afterwards.

<b>Class/distant</b>	Any
<b>Preliminary</b>	Regards to people with partial capability to work, information on their skills and competence evaluation should be taught.
<b>Preparation</b>	The students should have pen and paper for creating their own hand of competence.
<b>Goal</b>	To spread awareness about difficulties people have in evaluating their strengths and weaknesses especially if the person is partially capable for work or has e.g. learning difficulties, mental health problems or disabilities. To learn to discuss about one's weaknesses and how to talk about them and how to support people in the process.
<b>Description</b>	<p><b>Step 1:</b> Each participant creates their own hand of competence.</p> <p><b>Step 2:</b> The students share their thoughts about creating the hand of competence in the large group. Discuss how the tool can be used to help people who struggle with partial work ability and unemployment.</p> <p>Find an example of the hand of competence in the appendix 5.</p>
<b>Notes</b>	<p><b>The hand of competence</b> (for the teacher to show the students)</p> <p>Thumb: knowledge and studies                      Index finger: skills and strengths                      Middle finger: will and motivation                      Ring finger: experience                      Little finger: contacts</p>

No preliminary knowledge needed

# What went wrong?



**Type:**  
Small group discussions and a larger group discussion afterwards



**Duration:**  
15-30 minutes for initial discussion, another 20-30 minutes for correcting and discussing the given material

<b>Class/distant</b>	Any, with little adjustments to be made to each
<b>Preparation</b>	If done in a classroom, equipment for showing the example video needed (projector, laptop etc.). Internet connection also needed for the material.
<b>Goal</b>	To learn about microaggressions and wrong assumptions.
<b>Description</b>	<p><b>Videos:</b></p> <p>Video 1: <a href="https://www.youtube.com/watch?v=Dy9qL4PthWo">https://www.youtube.com/watch?v=Dy9qL4PthWo</a> (HeiJenny 2023a)</p> <p>Video 2: <a href="https://www.youtube.com/watch?v=HI36o7S4MOw">https://www.youtube.com/watch?v=HI36o7S4MOw</a> (HeiJenny 2023b)</p> <p><b>Step 1.</b> Watch the video that is shown to you. Pay attention to how the scenario plays out. There are multiple mistakes made within the video. If you wish, you may also write down notes.</p> <p><b>Step 2.</b> In small groups, discuss these mistakes and things that could've/should've been done differently. Also talk about how these mistakes should be corrected.</p> <p><b>Step 3.</b> After the initial small group discussions, the whole group gathers around to talk about the mistakes they noticed. In the end, the idea is to either re-enact the scenario with all the mistakes corrected (if done in a classroom) or tell it in a story-telling way (if done online).</p>
<b>Notes</b>	<p><b>Things in the video, that we wanted people to notice:</b></p> <p>Many forms of microaggression:</p> <ul style="list-style-type: none"> <li>• Assuming someone is foreign based on their name.</li> <li>• Commenting on their speaking ability.</li> <li>• Asking if their home country has a certain thing.</li> <li>• Assuming they're good at something based on their looks/culture.</li> <li>• Asking to touch their hair/body just based off of a feature and proceeding to touch without consent.</li> <li>• Assuming a person eats something because of rumours they've heard.</li> </ul> <p>It's good to note and mention to the students that even though a lot of the time these comments are made without the intent to offend, they're still harmful and they contribute to the stigma towards culturally marginalized groups.</p>

No preliminary knowledge needed

# Microaggressions during social client work



**Type:**  
Individual and group discussion afterward



**Duration:**  
15-20 minutes of initial discussion in small groups and 20-30 minutes for main group discussion about given scenarios and sharing other similar examples that can occur in daily life.

<b>Class/distant</b>	Any
<b>Preparation</b>	<p><b>If done in class</b></p> <ul style="list-style-type: none"> <li>• Divide the students into groups of 4-5.</li> <li>• Provide each group with a set of discussion flashcards.</li> <li>• Allocate time for groups to discuss about given cards and to talk other possible or similar microaggressions.</li> </ul> <p><b>If done online</b></p> <ul style="list-style-type: none"> <li>• Create breakout rooms for small group discussions on your chosen online platform.</li> <li>• Share the discussion questions with each group in their respective rooms.</li> <li>• Allocate time for groups to discuss about given cards and to talk other possible or similar microaggressions.</li> </ul>
<b>Goal</b>	The task is designed to be both informative and interactive, allowing students to understand the importance of avoiding microaggressions and to learning to deal with customers in a sensitive and inclusive manner.
<b>Description</b>	<ul style="list-style-type: none"> <li>• These flashcards are played and used at its optimal when opened on a device with a bigger screen than smartphone's one.</li> <li>• Cards are in Finnish. To see the English translations of cards, press "<b>Expand caption</b>" on the up-left corner of any cards.</li> <li>• Start by defining microaggressions and explaining their significance in social services.</li> <li>• In your small groups, discuss and compile a list of Dos and Don'ts related to the given microaggressions. Consider behaviours, gestures, phrases, and actions that can be hurtful and offensive to others.</li> <li>• Ensure that everyone in the group has an opportunity to share their ideas and comments.</li> <li>• Pay attention to the impact of microaggressions on different groups of people, such as racial, ethnic, gender, or LGBTQ+ communities.</li> <li>• Discuss real-life scenarios where microaggressions can occur and how to respond appropriately.</li> <li>• Each group should share a summary of their Dos and Don'ts. Encourage questions and discussions after each presentation.</li> </ul>



## Notes

Remember that this discussion aims to promote awareness and respectful communication. Treat each other's contributions with empathy and understanding.

Microaggressions can be harmful and hurtful, even if they seem small. It's essential to be aware of them and promote respectful interactions.

### 3 Types of microaggressions:

- **Microinsults:** Subtle comments or actions that demean a person's identity or background.
- **Microinvalidations:** Comments that dismiss or minimize a person's feelings or experiences.
- **Microassaults:** More overt, but still subtle, acts of discrimination, such as using slurs or making offensive jokes.

No preliminary knowledge needed

# Opposing opinions



**Type:**  
Pair work



**Duration:**  
Depends on how many subjects each pair goes through; around 5-10 minutes for one discussion

<b>Class/distant</b>	Any
<b>Goal</b>	To practice constructive discussion skills and attentive listening
<b>Description</b>	<p><b>Videos:</b></p> <p>Video: <a href="https://www.youtube.com/watch?v=POCvuo8U_pY">https://www.youtube.com/watch?v=POCvuo8U_pY</a> (HeiJenny 2023c)</p> <p><b>Step 1.</b></p> <p>In pairs, you either get a subject or choose from a ready-made list. You also either get assigned or choose your sides: one is against the subject, and one is supportive of it. Remember, this is a hypothetical situation, and your “side” might not reflect your actual opinion.</p> <p><b>Step 2.</b></p> <p>Discuss the subject with your partner. Try and come up with reasonings for why you support/don't support the subject. Talk in a polite manner, this is not a hostile situation! Remember also to listen to your partner and their reasonings, as that is equally important in a discussion. The idea is to practice discussion skills and attentive listening, not to try to change each other's minds.</p> <p>Alternatively, the task can be done like this: two are chosen to talk about a certain subject, and others listen. This way people that wish to not contribute to the discussions can just observe. This can also be better if the group is not too familiar with the teacher or each other, and if the teacher wants to observe every conversation to ensure a safe environment.</p>
<b>Notes</b>	<p>It is extremely important to ensure the group feels safe. The topics may be personal to some group members; therefore, it is very crucial to create a good atmosphere and remind everyone all the discussions are hypothetical and do not reflect the groups or the individual's opinions on these matters.</p> <p>Core things for a safe group is trust, feeling of acceptance, open-mindedness, and mutual support between the members. Positive interactions add to the trust and feeling of acceptance within the group. There are a lot of playful activities that can help the group to get to know each other and build trust.</p>

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## Notes

List of possible topics (the teacher may use their discretion when choosing the topics for their specific class) and also some additional information/takes to discuss for the topics:

### **Abortion**

- It's illegal in some countries (Iraq, Egypt, Philippines) but it still happens and is a lot more unsafe than if abortion was legal.
- There are also examples of countries where forced abortions are carried out like China <https://yle.fi/a/3-11547291> (Matikainen 2020)
- One of the most discussed subjects when talking about abortion is sexual assault cases – is it fair for a woman to have to live with the consequences of someone else's decisions and actions?

### **Plant-based/vegetarian diets**

- Plant-focused diets have an improving effect on climate change, and there are still a lot of animals suffering from poor conditions when it comes to animal-based food production

### **Religion**

- In general, or if it should be taught in school etc.
- Some countries have government enforced religions (Islam in Afghanistan, Buddhism in Thailand etc.) whereas for example the USA states a constitutional right of freedom of religion – is it okay for the country to be involved in enforcing a religion?

### **Nudity**

- In some cultures, nudity is seen as an extreme taboo. However, it used to be very normal in warm climates and the need for covering your body came from the need to protect yourself from the cold, not from a sense of indecency

### **Recycling**

- There's a huge difference between some countries, for example South Korea has a strict recycling policy where each region has specific trash bags for different types of waste

### **Fast fashion**

- It's responsible for around 8-10% of global carbon emissions each year. However, it's often the cheaper option – can you blame people with low income for buying fast fashion?

### **Vaccines**

- Does vaccine hesitancy come from pure lack of knowledge and/or understanding of the science behind vaccines, or is there a real reason behind not supporting vaccination?
- What about people with allergies? Some vaccines (MMR and influenza for example) contain egg protein, and therefore might have complications when it comes to getting the vaccine. Could there be a solution for this?

# A newly promoted Gen Z team leader to lead a team of Gen Y and Gen Z colleagues



**Type:**  
Individual and group discussions

No preliminary knowledge needed

<b>Class/distant</b>	Any
<b>Preparation</b>	Laptop or notebook is needed to make notes
<b>Goal</b>	Identify and reflect upon key leadership traits to successfully lead a diverse workforce when you are a young leader.
<b>Description</b>	<p><b>Step 1:</b></p> <p><b>Watch the video:</b></p> <p>The Challenge with Gen Z   Simon Sinek: <a href="https://www.youtube.com/watch?v=GON5fNGoDPk">https://www.youtube.com/watch?v=GON5fNGoDPk</a> (Sinek 2022a)</p> <p><b>OR</b></p> <p><b>Read the article:</b></p> <p>What Millennials and Gen Z look for in Leaders: Top Leadership Traits &amp; Styles that inspire in the New Normal <a href="https://www.linkedin.com/pulse/what-millennials-gen-z-look-leaders-top-leadership-traits-sheshadri/">https://www.linkedin.com/pulse/what-millennials-gen-z-look-leaders-top-leadership-traits-sheshadri/</a> (Sheshadri 2021)</p> <p>Other sources (for the teacher):</p> <p>The 5 Generations in the Workplace: <a href="https://www.youtube.com/watch?v=-GTXPovdPV4">https://www.youtube.com/watch?v=-GTXPovdPV4</a> (AtWork 2022)</p> <p>How Gen Z Deals with Stress: <a href="https://www.youtube.com/watch?v=uUYUQxfUSNo">https://www.youtube.com/watch?v=uUYUQxfUSNo</a> (Sinek 2022b)</p> <p>Simon Sinek on Millennials in the Workplace: <a href="https://www.youtube.com/watch?v=hEROQp6QJNU">https://www.youtube.com/watch?v=hEROQp6QJNU</a> (Crossman 2016)</p>

Continues on the next page »

**Phase 1: Instructions for debriefing the video:**

Let students individually reply to the following questions:

- What kinds of feelings did you get from watching the video?
- Do you recognize your peers/generation in the description?
- Were you surprised by any part of the video?
- The author paints the picture mostly from the perspective of Western Europe and North America. If you come from another area, is it different? If so, how?

**Phase 2: Instructions for debriefing the article:**

Group discussion based on the following topics:

- What are similar elements that are important both for Gen Y and Gen Z?
- What are the different traits and preferences in Gen Z compared to Gen Y?
- Identify five aspects that you consider to be 'must have'/key leadership traits to allow somebody to lead Gen Z colleagues.

**Phase 3: Classroom activity**

**Option 1:** Gather students into a circle in the classroom and use a focus group approach. The teacher is the moderator, and the group will have a common position.

**Option 2:** Each student can work independently and share their thoughts at the end of the exercise.

**Instructions:** You have just become a first-time manager of your team, with whom you have worked for two years. You have five colleagues in the team, out of which three have joined the company before you, are older than you and have more overall work experience. Your first challenge as a team leader will be to engage the team in implementing new work procedures that are meant to automate and simplify work.

How were you considered for the position? Your former manager quit, as he wanted to spend more time with his family. Therefore, the top managers chose you for the position, as they believe you are semi-prepared for the position (you know how to do the job, still could learn more things on human skills, leadership included), you have a very good university degree, great attitude, and a lot of potential. Your former team leader will not be in the company anymore to guide you through the process.

**Steps:**

**Issue 1** – The manager is younger and less experienced than part of the team.

- Do you expect any hard feelings? If so, how will you overcome them?
- How will you approach your colleagues during your first team meeting as the new team leader?

**Issue 2** – Get them onboard with implementing the new procedures.

- Identify the generation each person in the team may be part of
- Think about what issues they had with the previous team leader.
- Think about what they may expect from you as a leader.
- Plan about how to 'sell' the new work procedures so that they will follow you.

**Phase 4: Debriefing after the activity:**

- What kind of feelings did you experience during the activity?
- What was the easiest part?
- What was the most difficult part?
- If ever placed in a position like this, would you know how to manage it?
  - If yes, what helped?
  - If not, what else would help?

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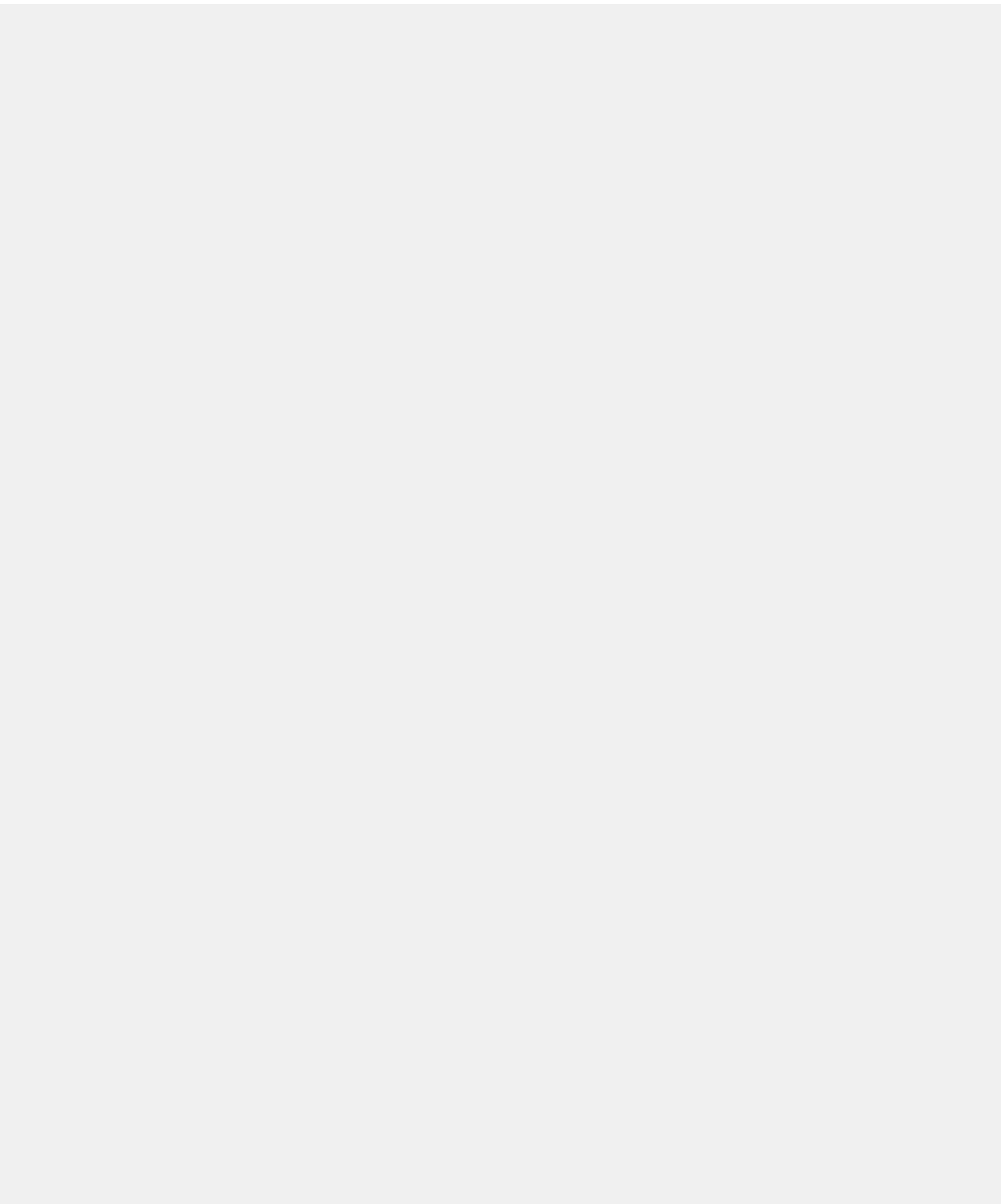
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# Appendix

**Appendix 1: The Opposites**

**Appendix 2: My future world**

**Appendix 3: Meaningful Pictures**

**Appendix 4: To whom do these belong?**

# Appendix 1

## The opposites

Group discussions

Discuss in a group what thoughts and feelings the photos awaken in you. Then share your opinions in classroom.



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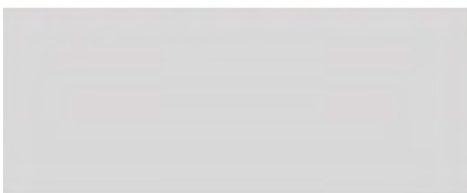
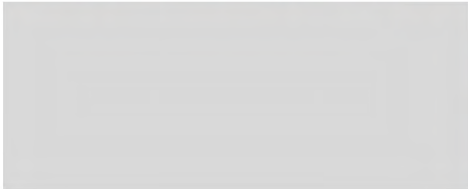
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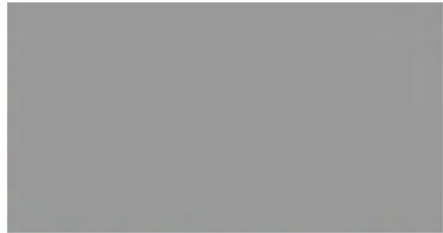
- Photos are from:
- <https://pixabay.com/fi/>
- Photo: 26 C Anderas Solaro, 2017, Keskisuomalainen



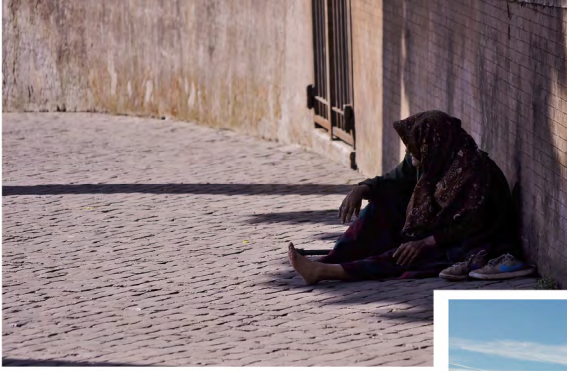
Photo 26: C Andaras Solaro, 2017, Keski-suomalainen





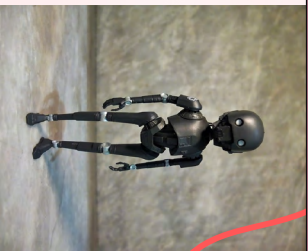




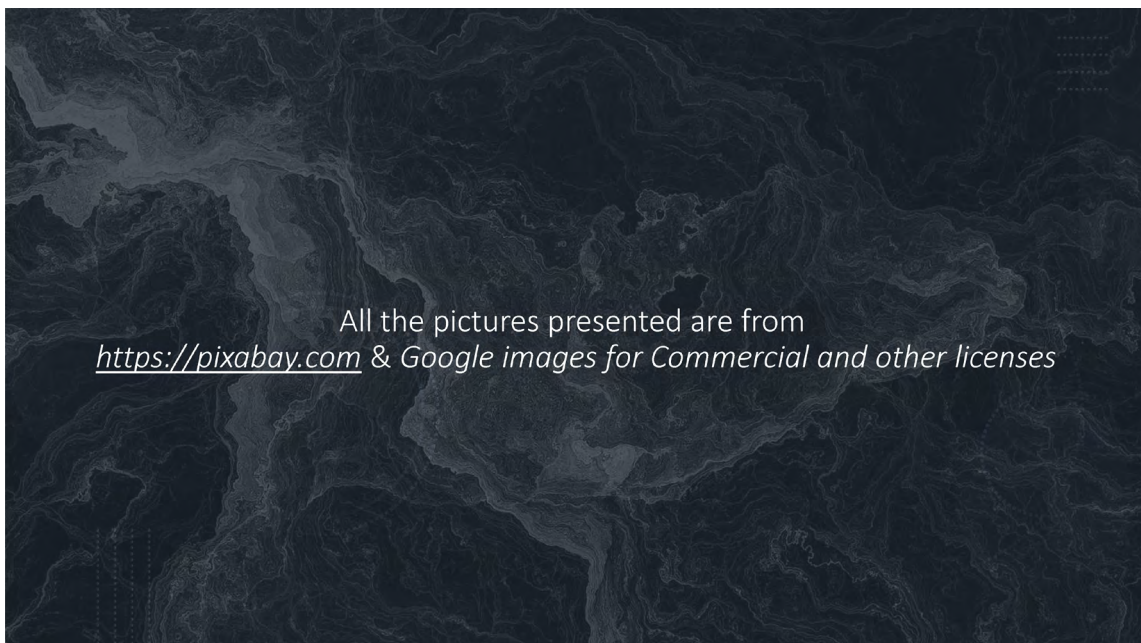
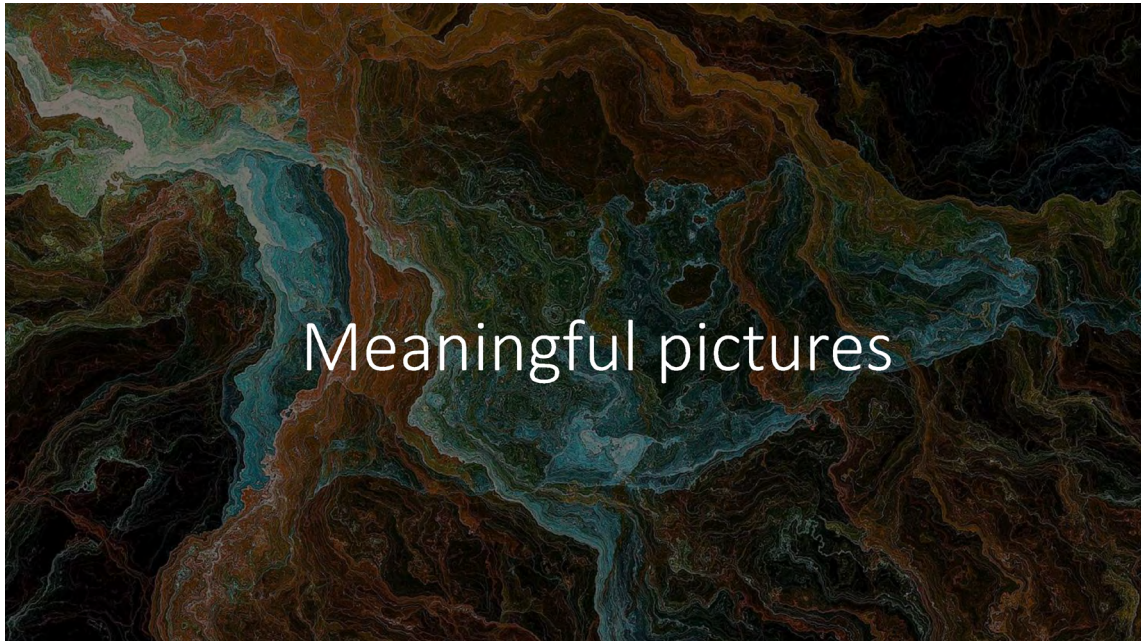


# Appendix 2

## My future world



# Appendix 3





















Examples



# Appendix 4

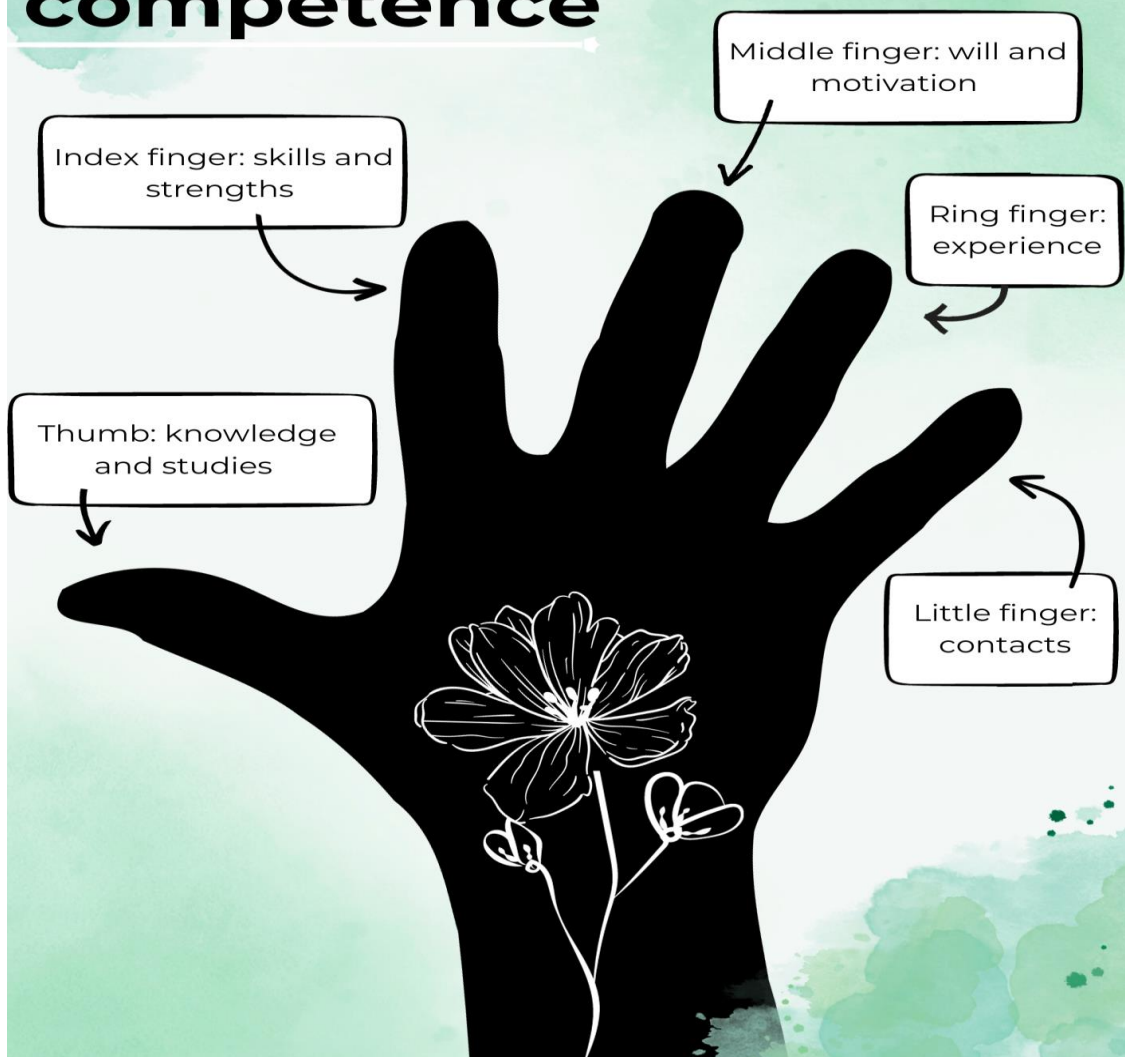
## To whom do these belong?



# Appendix 5

## The Hand of Competence

### The hand of competence





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