



YOUTH WORK SHEDS LIGHT TO UNCONSCIOUS BIAS AND INVISIBLE RACISM

LIGHT Toolkit, October, 2024



Co-funded by
the European Union





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1. Introduction – The LIGHT Project

Despite the strides made, prejudice, racism and discrimination are still a crucial problem in modern European societies, and young people are considered particularly vulnerable. Unconscious prejudices are of great concern as triggers of discrimination, colouring young people's emotional and rational responses in everyday situations, influencing their choices and behaviours, and giving rise to discriminatory practices and invisible racism, subtle and not easily recognizable manifestations that usually go unanswered and, although not considered harmful by them, actually are and produce negative effects for their peers (Fundamental Rights Report, 2018). The LIGHT project aims to address these issues in the youth world through youth participation and alternative education processes. The goal of LIGHT is to improve youth work responses to unconscious bias and invisible racism, contributing to the fight against them and advancing the inclusiveness of European society.

Specifically, LIGHT Project aims to:

- **Develop** innovative youth work tools to make the problem of unconscious bias and invisible racism, visible.
- **Increase** youth workers' ability to effectively work with youngsters and organise qualitative, targeted, attractive and inclusive youth activities on the topic.
- **Promote** bias literacy both among youth workers and young people and increase their ability to recognize and question their own biases.
- **Raise** youngsters' awareness on invisible racism and unconscious bias and increase their ability to effectively respond to them.
- **Promote** union values & familiarise young people with unbiased and non-racist behaviours.

To achieve these aims, the LIGHT Project is structured into several activities:

- Development of a creative workshop to involve youth workers, young people and experts in discrimination, bias and racism field and non-formal learning experts in discussions around the topic and the chosen non-formal methodologies.
- Design of a set of self-revealing tests to promote bias literacy among young people and youth workers and to support them to make the implicit explicit before action can occur.
- Development of an attractive and innovative thematic digital tool to raise awareness, sensitise and familiarise young people and the public with unconscious bias, invisible racism, unbiased and non-racist behaviours.

- Creation of a youth workers' toolbox with unique and original youth work tools to innovate their youth work in the field.
- Focus groups with youth, experts in the field, researchers, youth workers, and psychologists to develop self-revealing tests and project content

LIGHT is a Project co-funded by the European Commission within the Erasmus+ Key Action 2 - Youth program and is developed through the joint effort of a partnership consisting of five organisations from five European Union countries.

The partnership consists of:

- ❖ LICRA - Ligue Internationale Contre le Racisme et l'Antisémitisme, France
- ❖ [KMOP – Education and Innovation Hub](#), Greece
- ❖ [Centro per lo Sviluppo Creativo “Danilo Dolci”](#), Italy
- ❖ CWEP – Stowarzyszenie Centrum Wspierania Edukacji i Przedsiębiorczości, Poland
- ❖ [Stichting Radio La Benevolencija/Humanitarian Tools Foundation](#), Netherland

For further information check the project website: <https://www.light-project.eu/>

2. For whom is this toolkit?

This toolkit has been designed with the aim of providing **youth workers** with a practical and effective tool to address invisible racism and unconscious biases among young people. Youth workers are professionals who work closely with youth in various educational and social contexts, playing a crucial role in shaping the new generations by promoting values of inclusion, respect, and equality. They operate in schools, youth centres, non-governmental organisations, and community service programs to support the personal, social, and educational development of young people, equipping them with the skills and knowledge needed to navigate life's challenges. Additionally, youth workers can play a pivotal role in addressing invisible racism and unconscious biases. Their proximity to young people puts them in a privileged position to identify and address discriminatory behaviours and attitudes promptly. As role models for youth, they can positively influence their opinions and attitudes, promoting values of openness and inclusion. With their training and experience, youth workers also possess the pedagogical skills necessary to facilitate complex and sensitive discussions, such as those on invisible racism and unconscious biases (Council of Europe Youth Work Portfolio, 2015).

This toolkit is intended to be an additional resource for a wide range of youth workers, including school educators, youth centre facilitators, NGO workers, community service program operators, counsellors, and youth psychologists. School educators, including teachers and school counsellors, can also use this toolkit to integrate lessons on invisible racism and unconscious biases into existing curricula. The activities proposed can be adapted to various subjects and educational levels, making the topic accessible to all learners. Facilitators working in youth centres can use this toolkit to organise workshops, discussion groups, and recreational activities that engage youth on these issues in an interactive and engaging manner.

2.1 How to use the toolkit?

The toolkit is designed to be flexible and adaptable, allowing youth workers to tailor activities to the specific needs of their group. It includes a variety of activities based on different methodologies, such as *nonformal education*, *Theatre of the Oppressed*, *storytelling*, and others. Before starting to use the activities in the toolkit, it is important for youth workers to prepare properly.

First, it is crucial to **understand the target group and its needs**: the effectiveness of the toolkit depends greatly on understanding the target group and tailoring the activities to the specific characteristics, experiences, and needs of the participants. Each youth group is unique, with different backgrounds, interests, learning desires and challenges. Youth workers need to consider factors such as the age, cultural background, socio-economic conditions and emotional readiness of the participants. This understanding will help facilitators design sessions that are relevant, empathetic, and engaging, ensuring that the content would be addressed directly to participants' lived experiences and perspectives. It will then be necessary to **adapt activities to the specific context**. When adapting activities to a specific context, it is essential to consider several aspects, such as local cultural norms, group dynamics, and the physical environment in which the activities will take place. Youth workers must be careful to the unique challenges faced by participants and adjust the content thus being open to these contexts. For example, in adapting activities, facilitators should consider whether some topics might be difficult or emotionally challenging for participants, especially when discussing topics such as invisible racism and unconscious bias. Also, it is crucial to **be flexible with timing and pace**, as some groups may need more time to process and discuss sensitive topics. Adapting language to make it more understandable and relevant cultural examples can improve understanding and engagement. Youth workers should also work on the setting, **creating a safe and inclusive learning environment** where participants feel free to express their thoughts and share their experiences without fear of judgement or retaliation. This means establishing clear agreements at the outset, such as mutual respect, active listening and confidentiality, which can help create a space of trust and openness. Facilitators also need to be attentive to group dynamics and ensure that every voice is heard, especially those that are quieter or less confident. Encouraging empathy among participants and reminding them to approach each other's opinions with curiosity

rather than judgement can help maintain a positive and supportive atmosphere. **Setting clear goals** is also critical. To maximise the effectiveness of the toolkit, youth workers must set clear and achievable goals for each session. These goals should align with the overall goals of the program, which may be to raise awareness about discrimination, promote empathy, or develop critical thinking. Clear goals provide direction and purpose, helping both facilitators and participants understand what is desired at the end of each activity. Goals should be specific, measurable and appropriate to the group's abilities and level of maturity. Defining these goals in advance also helps to plan effective activities and allows facilitators to assess whether the goals have been achieved, possibly modifying future sessions to better meet the evolving needs of the group. The experiential nature of many activities encourages participants to explore real-world situations in a supportive environment, helping them to develop empathy and understanding toward others' experiences of discrimination and prejudice. For this reason, it is important **to plan the sessions in advance** to familiarise with the content of the activities and the steps involved. They should also gather and prepare all necessary materials in advance so that the sessions can be conducted without interruption. Planning also includes setting appropriate times for activities, making sure that there is enough time for in-depth discussion and reflection, but also taking into account the attention level of the group. Flexibility is key, as some activities may take longer depending on the group's involvement and the emotional depth of the topic. Finally, it is recommended **to use a variety of methodologies**, from non formal education to experiential activities and creative techniques, which can make learning more engaging and effective. This multimodal approach allows the topic to be approached from multiple perspectives, promoting a deeper and more nuanced understanding. By taking advantage of the various methodologies offered, facilitators can promote positive and lasting change in young people's lives, helping to build a more just and inclusive society (SALTO YOUTH, 2016).

3. Unconscious biases and invisible racism

Before presenting the methodologies and activities in the toolkit, a brief introduction to the topics addressed is necessary: unconscious biases and invisible racism. Unconscious biases are cognitive biases, mental shortcuts that generate beliefs allowing us to make quick decisions. Most of the time, these are judgement errors that impact daily decisions and behaviours as well as thought processes (D. Kahneman, 2017). The origin of cognitive bias dates back to research by psychologist Daniel Kahneman, for which he was awarded the Nobel Prize in Economics in 2002. Everyone has biases, consciously or unconsciously, and everyone holds opinions in favour of or against something, someone, or a group compared to another. These preconceived opinions are often not based on reason or actual experience. Cognitive bias is based on a systematic pattern of deviation from norm or rationality in judgement, where opinions about other people and situations can form illogically (D. Kahneman, 2017). Individuals, in fact, create their "subjective social reality" from their perception. Unconscious or implicit bias refers to prejudices in judgement or behaviour resulting from subtle cognitive processes that we are unaware of and that occur outside our normal thought processes. It happens automatically and is triggered by the brain making quick judgments and evaluations of people and situations influenced by personal background, experiences, memories, and cultural environment. Social judgments, especially those guiding first impressions, are often mediated by unconscious processes. Biases are caused in response to fears and have a biologically motivated origin: for early humans, these mechanisms were useful for the safety and survival of their group. Cognitive stereotyping helps perceive the surrounding environment quickly and efficiently and unconsciously influences judgement with missing information filled in by unconscious cognition to guide behaviour during social interactions and decision-making. Theoretically, this allows complex environments to be simplified to predict and respond to future events, even with incomplete information. Over time, individuals tend to intensify their perception that members of a certain category are more homogeneous than they actually are. Consequently, personal characteristics—ethnicity, gender, etc.—are used as indicators for personality, behaviours, and other traits. This is exacerbated by media and cultural stereotypes presented by friends, family, colleagues, news, and social media. People learn to use routine procedures for social judgement and can form impressions of people without any conscious awareness.

Unconscious bias can be harmful without consideration of objective and known facts. It is estimated that the human brain can process 11 million bits of information every second (C. Crestini, UniVe, 2023). Since implicit associations are outside our conscious awareness, they do not necessarily align with and do not correspond to our explicit beliefs or stated intentions. Well-intentioned individuals may unconsciously act on their biases, producing unintended negative effects and consequences on decisions without being aware that these biases exist. Unconscious bias can be related to age, race, ethnicity, gender, employment, selection and promotion, healthcare, religion, disability, nationality, socioeconomic status, law and justice, education, etc. It becomes a habit of which people are not truly aware. Through self-reflection and personal awareness, people can become conscious of their biases. For decades, unconscious biases have been studied and tested in almost every profession and personal context, as well as the manifestations and implications of attitudes toward invisible racism. Invisible racism is a form of racial discrimination that does not manifest through blatant acts or explicit statements of hatred but rather through subtle behaviours, implicit attitudes, and social norms that perpetuate racial inequalities in hidden ways (CONSTELLATIONS, 2020). This type of racism manifests in microaggressions, ambiguous comments, or unconscious attitudes that, while not overtly hostile, convey prejudice and discrimination. It is often internalised by both those who experience it and those who perpetuate it, making it difficult to identify and challenge. For example, in the workplace, invisible racism can emerge when people of colour are systematically excluded from promotion or career advancement opportunities without apparent justification (CONSTELLATIONS, 2020). A study by Gaertner and Dovidio (1986) introduced the concept of "aversive racism," describing how many people who profess egalitarian ideals may still have implicit biases that subtly and often unconsciously influence their decisions and behaviours. A manager might, for instance, justify not promoting an employee of colour by citing vague reasons such as "lack of fit" or "not being a good cultural fit," thus masking racial bias. In the educational system, invisible racism can manifest through lower expectations for students from ethnic minorities. Another example is residential segregation, which, while not always explicitly enforced, continues to exist through practices like "redlining" and urban planning decisions that favour certain communities at the expense of others. These practices, often justified with economic or safety arguments, perpetuate racial inequalities

and hinder equitable access to resources such as quality education, healthcare, and employment. Augoustinos and Every (2007a) discuss how, since the civil rights movement in the United States, there has been a shift in public norms on racial expression, making it publicly unacceptable. This has led to a more subtle form of racism, where biases are expressed indirectly or through ambiguous attitudes. Social psychologists from a social cognition perspective note that the association of prejudice with irrationality has led to the suppression of explicit biases (Dovidio et al., 2017). Therefore, while racism and prejudice are usually explained and conceptualised in different ways, these scholars converge on the point that prejudice is avoided in public contexts, making invisible racism harder to address and combat.

4. Overview of the Toolkit's methodologies

4.1 Non-Formal Exercises

4.1.2 Introduction to the methodology

The debate on education and alternative methods to traditional learning has been going on for several decades and has been animated by contributions from major world organisations. In the mid-to-late 1990s, the Organization for Economic Cooperation and Development (OECD), together with education experts, has identified 3 types of learning that provide a lifelong learning process: *Formal*, *non-formal* and *informal education*. According to the glossary of the European Knowledge Centre for Youth Policy, we can define **non-formal education** as a “purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways”. Practically, Non-formal Education is an organised educational activity that takes place outside the formal educational system. This type of approach can be used in a wide range of contexts, including corporate training, personal development, coaching and counselling, team building, and more. The nature of exercises within non-formal education is flexible, adapting to a variety of learning purposes and contexts. Non-formal exercises refer to practical, interactive, informal activities used for personal or professional learning and development. These exercises are often used to encourage experiential learning and the acquisition of practical skills. They can take many forms, including role plays, group activities, guided discussions, problem solving exercises, art activities, simulations, and more. They are designed to allow participants to experiment, reflect, and learn through action and direct experience (Smith, M. K., 2001).

There is a wide range of types of non-formal exercises but they all have common characteristics, (Roy A. T. M. et al., 2020), such as:

Experientiality: Rather than relying exclusively on theoretical lectures or readings, nonformal exercises actively engage participants in hands-on experiences that promote understanding and learning.

Harmony in the Dimensions of Learning: Harmonious coexistence among the cognitive, emotional and pragmatic dimensions of learning.

Adaptability: Non-formal exercises can be adapted to different learning contexts and objectives, modifiable to fit groups of different sizes, skill levels and areas of interest.

Social Interaction: They foster collaboration, communication and development of interpersonal relationships.

Stimulation of Creativity: They encourage creativity and imagination through artistic activities and different forms of expression, allowing participants to explore new ideas and perspectives.

Reflection and Critical Learning: Participants can analyse their own experiences, identify strengths and weaknesses and draw lessons for the future.

Practical Applicability and Real-Life Relevance: Exercises are designed to be relevant and applicable to real life, helping participants develop practical skills and abilities that can be used in a variety of personal and professional contexts.

Structured Pathways: Clear objectives, pre-organized, structured and directed procedures.

Interconnected Learning Communities: Linking individual and community learning, solidarity focused on collaboration, and balanced teaching/learning dynamics.

Participant-Driven Engagement: Non-formal exercises are engaging and student-centred, driven by participants' needs, curiosities and viewpoints.

Open Doors: Voluntary and (preferably) unrestricted accessibility.

Democratic Values: Priority to the transmission and application of democratic life values and skills.

Here, some examples of types of non-formal exercises:

Pedagogical Games: Pedagogical games are educational tools designed to impart knowledge, develop skills and foster learning through playful experience. These games can be used in various educational settings, including school, business and community settings. The goal of pedagogical games is to actively engage participants in learning, promote problem solving, improve collaboration skills, and encourage creativity (Barseghian T., 2011).

Brainstorming Exercises: Brainstorming is a creative process used to generate a large number of ideas or solutions on a given topic. Brainstorming exercises can be structured or informal and involve individuals or groups. During brainstorming, the emphasis is on the free expression of ideas, without judgement or criticism. This open and collaborative environment fosters creativity and can lead to innovative solutions (Besant H., 2016)

Human Libraries: Human libraries are interactive events where people can listen to life stories, told by the voices of real people. The "human books" are real people who have unique life experiences, interesting stories, or special skills to share, or they can play fictional characters. Visitors can talk to the "human books" and ask them questions on topics such as culture, religion, life experiences, and more. This format promotes cross-cultural understanding, the sharing of perspectives, and the creation of meaningful human connections (Policardo G.R., Prati F., 2023)

Cultural Tandems: Cultural tandems are meetings between individuals from different cultures or languages who help each other learn to understand each other's culture. Participants meet to converse, exchange experiences, and support each other in the cross-cultural learning process. This approach fosters authentic communication, collaborative learning, and open-mindedness to new cultural perspectives (Porshneva et al., 2020).

Debates: Debates are structured discussions in which two or more parties present and defend their views on a controversial topic. Participants are assigned specific roles and use rational arguments, evidence and logic to support their positions. Debates promote critical thinking, analytical thinking and communication skills, allowing participants to explore different perspectives and develop critical thinking (AnnMarie Baines A. et al., 2023)

Speed Dating: Speed dating is an activity in which people meet briefly, usually for a few minutes, to converse with a person they do not know. Speed dating encourages spontaneous communication, socialising, and the chance to make new connections in a short amount of time (SALTO-YOUTH, 2014).

Photo Voices: Photo voice is a participatory research and advocacy method that uses photography as a tool for expression and reflection. People take photographs that capture significant aspects of their life, community or experience and use them to initiate discussions on relevant issues. Images can be used to identify issues, tell personal stories, promote social awareness, and foster change. The photo voice is a powerful way to amplify people's voices and enhance their unique experiences (Filippini G., 2023).

4.2 Activities

Here below you can find 10 exercises in which the above mentioned methodology has been used. As previously suggested, you can adapt them to your own target and context:

4.2.1 Creative writing

Name of the activity	Creative writing
Methodology	Non-formal exercise
No. of participants	2 - 10
Profile of the participant	Youngsters
Time	1h30min -3 h
Objective	To encourage participants to explore and express their personal identities creatively, fostering self-awareness, empathy, and open dialogue
Description	Creative writing extends beyond traditional professional, academic, or technical writing. It includes various genres and styles, both fiction and non-fiction, such as storytelling, playwriting, poetry, prose, and journalism. Defined broadly, creative writing is original and self-expressive, emphasising narrative craft, character development, plot, and imaginative structure. It encompasses any contemporary, original composition, unrestricted by standard conventions. Preparation: The facilitator chooses themes related to race and/or identity that will serve as prompts for creative writing.

Examples of the themes:

Identity exploration. Participants are encouraged to explore their own identities. They can write about their cultural background, family heritage, or personal experiences related to race and ethnicity. E.g. "Write about a moment when you felt a strong connection to your cultural identity".

Belonging and exclusion. Participants can write about times when they felt included or excluded based on their background. E.g. "Describe a place where you felt a sense of belonging or experienced exclusion".

Stereotypes and prejudices. Participants can challenge stereotypes or write from the perspective of someone who has faced prejudice. E.g. "Write a story that defies a common stereotype".

Implementation:

The facilitator introduces the chosen topics and explains the importance of reflecting on personal perspectives related to identity. The participants are encouraged to consider their own experiences and feelings related to the themes, and to write in any style or genre they feel comfortable with.

Participants engage in creative writing based on the provided topics, experimenting with different styles and genres. They are given a set amount of time (e.g. 1 hour) to write.

Participants are invited to read excerpts from their writing to the group. The facilitator encourages an open and respectful discussion about the shared pieces.

	All participants reflect on the outcomes of the exercises and on the issue itself. The facilitator guides the reflection with questions, e.g. "How did writing about these themes impact your understanding of your own identity?", "What emotions or thoughts were triggered by listening to others' stories?".
Materials to be used	Copybooks, pens

4.2.2 Media analysis

Name of the activity	Media analysis
Methodology	Non-formal exercise
No. of participants	2 - 30
Profile of the participant	Youngsters
Time	30 min. -1 h (+ 2h for preparation)
Objective	To help participants critically analyse media content, recognize stereotypes and unconscious biases, and develop strategies to challenge harmful narratives.
Description	Preparation: The trainer selects and prepares media clips (excerpts from newspapers, news segments, advertisements etc.) that include examples of stereotypes perpetuated by media; for instance: Muslims Demand Pork-Free Menus - allnews4usa (archive.md). Implementation: The trainer quickly introduces the purpose of the activity and the phenomenon of unconscious bias/invisible racism (please, check the introduction in the current toolkit to be facilitated in the preparation of this session from a theoretical point of view). The trainer presents media clips to the group and conducts a discussion where participants share their insights. The trainer asks questions, such as “How do media stereotypes affect our perception of different social groups?”, “What are some ways we can recognise and challenge our own unconscious biases when consuming media?”, etc. The participants are

	encouraged to brainstorm alternative narratives that could challenge the stereotypes. The discussion is summarised by the facilitator. The participants provide feedback on the activity in a non-formal way, by saying one word related to their experience during the activity.
Materials to be used	Excerpts from newspapers, short videos

4.2.3 Who are you?

Name of the activity	Who are you?
Methodology	Non-formal exercise
Methodology subtype	Creative speed dating
No. of participants	10 – 20
Profile of the participant	From 15 to 30 years old
Time	1h - 2h
Objective	To raise awareness of unconscious biases, enabling them to reflect on their perceptions and judgments about others based on superficial characteristics.
Description	Preparation: prepare in advance character cards (one by participant) pre-filled with 3 characteristics (and some left blank for participants to fulfill) and prepare common questions (please, look at the tips section). Using “fake” characters and not themselves allow participants not to be judged and to feel more comfortable with this exercise. Implementation: 1. Give to each participant a pre-filled character card – with 3 characteristics completed 2. Ask participants to complete the blank areas of their character card 3. Announce the common question (see section “Tips for the activity”) the participants will have to answer on their own about their partner at the end of each meeting

	4. Ask participants to pair with each other 5. Give 5 minutes to each duo for discussion – speed dating 6. At the end of the discussion, each participant takes 5 minutes to respond to the common question by himself on a post-it (the question should not be directly addressed to his/her/their partner) 7. Change partners and repeat step 5 and 6 (repeat as many times as possible) 8. The facilitator hangs all the post-it on the board under each character name 9. Sharing the results and discussion with the entire group regarding all the answers under each character 10. The facilitator explains the notion of unconscious biases
Materials to be used	▪ Tables and chairs in face-to-face installation ▪ Post-it ▪ Characters cards ▪ Board or any support to display post-it
Tips for the activity	Examples of characteristics to pre-filled on the characters cards: ▪ <i>Mood of the day:</i> stressed; happy; doesn't want to be there ▪ <i>Context:</i> the character had an accident recently; s/he/they won the price at the lottery; s/he/they are going on holiday the next day ▪ <i>Age:</i> 19; 35; 70 ▪ <i>Job situation:</i> student; unemployed; professional sport player ▪ <i>Hobby:</i> rugby; camping; ceramics

	▪ <i>Pet peeve:</i> kids; radical right; complainers ▪ <i>Gender:</i> male; female; non-binary ▪ <i>Nationality:</i> English; Russian; Egyptian. Examples of common questions: ▪ Is this person for or against abortion? ▪ Is this person racist? ▪ Which activity would your character would be able to do with this person? ▪ Which common ground your character has with this person?
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4.2.4 A box for personal questions

Name of the activity	A box for personal questions
Methodology	Non-formal exercise
Methodology subtype	Speed dating
No. of participants	10 – 20
Profile of the participant	From 15 to 30 years old
Time	1h – 2h (may be conducted during multiple sessions)
Objective	To foster deeper connections and understanding among participants by encouraging open dialogue through personal questions, thereby challenging their preconceived notions and unconscious biases about each other.
Description	Preparation: prepare in advance questions for questions boxes (1 question box by table. For questions, see the section “Tips for the activity”) Implementation: 1. The facilitator chooses duos of participants 2. The facilitator explains the rules of the discussions: on their turn, each participant picks randomly a question from the question box and read it to its partner – only the person who the question was read to answers it – the “reader” doesn’t answer the question, it can only ask for details but does not comment the answer. 3. The participants ask each other questions during 15 minutes

	4. Every 15 minutes, the participants change their partner 5. Discussion on the experience: the facilitator invites the participants only to react on their behalf – using “I” – and talking about their own experiences (not about their partner) 6. The facilitator explains the notion of unconscious biases: regarding the discussion - people have an idea of what people think, of the kind of life they are having, their story by relying on what they see or hear. Once we take the time to talk to people in order to know them, we have a better understanding of who they are and what they think. By confronting reality and diverse opinions, we help preventing the development of unconscious biases.
Materials to be used	A question box
Tips for the activity	Examples of questions for the questions boxes: • What are your hobbies? • Which superpower would you like to have? • What is your dream job? • Where do you come from? • If you have to travel in one country, which one would you chose? • If you could change something from your past, what would it be? Examples of questions to ask participants for the discussion on the experience: • Do you feel you know your partners better? • Was it easy to answer the questions? • What was the most difficult part of the experience? • Were you surprised by some information you learned about your partners? • Do you feel you had another idea or image of your partners?

4.2.5 Photo library

Name of the activity	Photo library
Methodology	Non formal exercises
Methodology subtype	Photo voices
No. of participants	5+
Profile of the participant	From 15 to 30 years old
Time	1h 50 min
Objective	To enhance participants' understanding of unconscious biases by encouraging them to explore and analyse photos that represent these biases, fostering discussion and reflection on societal perceptions and stereotypes.
Description	The facilitator introduces the methodology to the participants. They are presented with the possibility to use a photo that represents in their view an unconscious bias. Photo Selection: Participants are invited to use their mobile phones/computers (examine their personal libraries, if they chose so,) to find on the internet a photo that illustrates an unconscious bias. Sharing Photos: All participants return to the main workshop table and take turns, each participant sharing their photo and explaining the unconscious bias it represents. Discussion on Biases: During this phase, participants discuss and learn from the different biases presented, such as the perception of robust

	body types as brutish or beautiful, the romanticization of history through unconscious biases, ageism, and misleading cultural images. Conclusion and Participation: All participants engage in final reflection on what they have learned during the discussion.
Materials to be used	Mobile phones, computer with access to Internet
Tips for the activity	To keep the activity effective and within schedule, be careful not to stray too far from the goal of actually showing unconscious bias and not to take any misperceptions as meaning unconscious bias. For this reason, it is advisable to introduce the topic addressed fully and clearly. Moreover, when inviting participants to take personal photos from their library, ensure that all the participants involved in this express their consent to share with their group personal pictures and take care to make them feel safe doing this. I.e- The aim of the exercise is to make participants <i>aware</i> of their bias and how they can harm others or impair fact-based judgements - <u>but not to make participants feel judged for their biases</u>. Please take care that the discussion avoids participants judging each other's examples. This is crucial for making participants feel safe to express themselves honestly during the discussion as well as taking care that they do not feel "punished", when they are sharing personal photos and experiences.

4.2.6 Debate on Hidden Prejudices

Name of the activity	Debate on Hidden Prejudices
Methodology	Non-formal education
Methodology subtype	Debate
No. of participants	15 participants (5 per each of the 3 groups)
Profile of the participant	Youth (School community members (students), volunteers, young people)
Time	1h 30min
Objective	To engage participants in critical discussions about hidden prejudices within the school or learning environment, encouraging them to articulate their viewpoints, understand opposing perspectives, and reflect on the implications of bias in educational settings.
Description	Preparation: Facilitators prepare three scenarios depicting different hidden prejudices within the school environment Scenario 1: Lack of cultural diversity in the school curriculum Should schools be required to ensure that their curriculum represents the diverse perspectives and stories of all racial and ethnic groups? <u>Group 1:</u> Arguments for promoting cultural diversity in the school curriculum to combat invisible racism <u>Group 2:</u> Arguments against the necessity or effectiveness of such measures.

Scenario 2: Gender stereotypes & Gendered distribution of activities

During gymnastics, girls are encouraged to play volleyball, and boys are encouraged to play basketball. Lately, more and more girls have been asking to play basketball with the boys.

Group 1: Arguments in favour of girls being allowed to engage in basketball with boys.

Group 2: Arguments against girls being allowed to play basketball with boys.

Scenario 3: Gendered Dress Codes in Schools

The school dress code controls the clothing choices of students (girls), often deeming their clothing "embarrassing" or "inappropriate", while students (boys) face fewer restrictions.

Group 1: Arguments in favour of gendered dress codes in schools.

Group 2: Arguments against the existence of gendered dress codes in schools.

Facilitators print the scenarios.

Implementation:

Participants are randomly divided into three groups: two debating teams and one judging panel.

One participant selects a scenario blindly to ensure impartiality.

The chosen scenario is revealed.

The two Groups 1 prepare their arguments.

	The judging panel is briefed on their role to assess the arguments presented by both sides. Each group presents their arguments within a set time frame. The judging panel listens, takes notes, and assesses the arguments based on predetermined criteria (trainers can freely decide but – given the controversial topic – some criteria can be: argumentation, clarity of exposition, logic of exposition and so on. The winning team won't be what is ethically right, but who manages to better argument the topic with a more convincing speech). <i>Reflective Discussion:</i> Participants engage in a reflective discussion about the debate. They articulate the reasoning behind their arguments and votes. Participants share their experiences and insights from the activity.
Materials to be used	▪ Printed scenarios ▪ Paper and pens for note-taking ▪ Timer to manage the debate time ▪ Chairs and tables arranged to facilitate discussion
Tips for the activity	▪ Ensure that the scenarios are relevant and thought-provoking to engage participants. ▪ Encourage respectful and constructive debate, emphasising listening as well as speaking. ▪ Provide clear guidelines and criteria for the judging panel to ensure a fair assessment. ▪ Use the reflective discussion to deepen understanding and reinforce learning outcomes.

4.2.7 Invisible Walls

Name of the activity	Invisible Walls
Methodology	Non-formal exercise
Methodology subtype	Social experiment
No. of participants	20 - 30 participants (it can be adjusted for smaller or larger groups)
Profile of the participant	Youth (School community members (students), volunteers, young people)
Time	1h30min
Objective	To recognize and reflect on invisible racism through experiential learning, encouraging participants to understand the impact of subtle biases and foster discussions on creating inclusive environments.
Description	Preparation: Arrange chairs in a large circle or semi-circle, allowing for an open space in the center where students can move around. Prepare a few scenarios related to invisible racism for a discussion by the end of the activity (optional). Implementation: ▪ <i>Introduction</i> Begin by explaining the concept of invisible racism — biases, stereotypes, and behaviors that aren't overly aggressive or discriminatory but are ingrained in social systems and often go unnoticed. Highlight that the purpose of the activity is to explore these subtle forms of racism and understand their impact.

- *Assign identities*

Give each participant a sticky note or slip of paper. Use two different colours (e.g., yellow and blue).

Do not tell them that the colours represent different groups, but assign them randomly.

Ask them to stick the note on their forehead or chest, so they cannot see their own but others can.

- *Silent interaction*

Tell participants to walk around the room and interact with each other, but with a twist:

Those with **yellow** notes must be treated with extra friendliness and attention. Compliment them, engage them in conversations, and make them feel welcome.

Those with **blue** notes must be treated with indifference or coldness. Avoid eye contact, give short answers, or ignore them altogether.

This phase must be done **silently**, so they can only use body language and brief interactions.

- *Reflection and group discussion*

After the interaction period, ask participants to sit down and remove their sticky notes.

Ask them how they felt during the activity.

How did it feel to be treated warmly or coldly based on something you couldn't control or didn't even know about?

What do you think the sticky notes represented in the context of racism?

	▪ <i>Scenario-based in-group work</i> If you have prepared scenario cards, divide the participants into small groups and give each group a scenario related to invisible racism (e.g., microaggressions in a classroom, biased hiring practices, or assumptions based on race). Ask each group to discuss the scenario and come up with possible solutions or ways to challenge invisible racism in that situation. Afterward, have each group share their scenario and ideas with the rest of the groups. ▪ <i>Debriefing</i> Summarise the key points discussed during the activity. Ask participants why it is important to recognize invisible racism and take active steps to address it, both individually and collectively. Encourage students to reflect on how they can challenge their own biases and create more inclusive environments.
Materials to be used	• Sticky notes or slips of paper in two different colours (e.g., yellow and blue) • Tape (if using paper slips) • Markers • Scenario cards (optional) • Whiteboard/large paper for recording responses

4.2.8 What's your favourite food?

Name of the activity	What's your favourite food?
Methodology	Non-formal exercise
Methodology subtype	Cultural tandems
No. of participants	5
Profile of the participant	25 - 30 years old, with different national background among them
Time	45 min
Objective	To promote cultural exchange and awareness by having participants share their traditional foods, fostering discussions about cultural significance, biases, and the role of food in expressing identity and experiences.
Description	Preparation: Step 1: The facilitators together with the participants agree on clear guidelines and goals for tandem sessions (who talks with whom, avoid judgemental remarks etc) Step 2: The facilitators should provide resources and support to participants, if needed. Step 3: The facilitators should monitor and evaluate participants' progress in achieving their learning goals and adjust tandem activities accordingly. Implementation: 1. The participants are instructed to focus on their own traditional local food (as opposed to international non-local dishes), as a cultural exchange topic 2. The actual dishes discussed during the session can be prepared in advance and the facilitators can provide

	the ingredients/products requested by the participants. Alternatively, when this is considered too elaborate for the participants, they can use their phones or laptops to show examples of the traditional foods. 3. Each participant speaks about /presents the traditional food of their place of origin, the origin of the food, the meaning of that specific food for the local culture/community, possible cultural appropriation aspects, etc. 4. The other participants advance both positive and negative connotations the smells, tastes and ingredients of this dish brings up in them and discuss them. They can ask questions, discuss about similar traditional food in their own country of origin. 5. The facilitators should make sure that the discussion is interactive, that everyone has a chance to present their foods, and that everyone has the materials needed for the presentation. Reflection discussion: At the end of the activity, the participants are asked to express: • what have they learned from this activity? • how can food be used as a tool to express biases? • what other topics can be used as cultural exchange elements to discuss (unconscious) biases? • how can the participants use this method in their workplace settings? • what mechanism of discrimination can be identified when talking about traditional/geographically specific food?
Materials to be used	• Phone, tablets, internet • Specific foods/ingredients requested by the participants

4.2.9 A common starting line. What else?

Name of the activity	A common starting line. What else? * *inspired by “Take a step forward”, from Council of Europe (https://www.coe.int/en/web/compass/take-a-step-forward)
No. of participants	At least 5
Profile of the participant	18 - 25
Time	30 minutes
Objective	To raise awareness of the impact of intersectionality on experiences of discrimination
Description	Preparation: On the ground of the room where the activity will take place, sign a starting line, with a new line each 50 cm, for a total of 6 parallel lines on the ground. Trainers must prepare several profile sheets of likely people, defining some elements of intersectionality. There need to be as many Cards as there are participants. Prepare a box in which you can put all the cards Before the activity begins, the trainer briefly explains the concept of “intersectionality” to all participants. Suggested definition: <i>“Intersectionality is a concept developed by scholar Kimberlé Crenshaw. It describes how different forms of discrimination and oppression—such as racism, sexism, ableism, and others—can overlap and influence a person’s life. Each of us has multiple identities (such as gender, race, social class, ability, or sexual</i>

	<i>orientation), and these identities intersect in ways that affect our experiences of privilege or disadvantage.”</i> Implementation: Ask participants to pick one of the card from the box, where their profile will be written. All the profiles needs to be related to people which can be discriminated in our society (person with a migrant background; single mother with migrant background with 3 children; person with disability; LGBTIQ+ person and so on but also people who are not discriminated). Trainers ask participants to stay on the starting line and to imagine themselves as the person described in their card. Trainers will read several situations – in a working context, in daily life and so on – and participants, each time they think the person they pretend to be doesn’t suffer explicit or unconscious bias, can take a step, going to the following line. the person who arrives to the last line wins the game. As debriefing, trainers can ask participants to express their feeling and to identify the mechanism of discrimination that can happen in the described situations with the related profile.
Materials to be used	• Cards to be printed • Box • Tape + pen To support understanding of the concept of intersectionality, facilitators may use a short video or visual aid, such as this recommended TED-Ed video: What is Intersectionality?

4.2.10 Let's define the concepts!

Name of the activity	Let's define the concepts!
No. of participants	At least 8
Profile of the participant	18 – 25 years old, who are at their first experience with youth work and also on the LIGHT topics.
Time	1h
Objective	To develop a clear understanding of key concepts such as discrimination, bias, community, and youth work through collaborative definition and reflective discussion.
Description	Preparation: Prepare 4 posters on which the main concepts of the activities are written: 1. Discrimination; 2. Bias; 3. Community; 4. Youth Work. Implementation: Trainers assign one area of the room (on the wall or on the ground) to each of the posters. They ask participants to gather in 4 groups, assigning one concept/Poster to each group. Each group will be asked to: 1) define the concept they were assigned to (smartphones can't be used during this phase); 2) tell one story related to their personal experience which can be used as an example of the concept itself. After 20 minutes, one representative per group will show in plenary the results of the discussion, with their definition of the concept and with the example of it. The shared examples can

	be also a moment to share, explore and reflect on the experiences shared by the participants. Trainers will show the right definition of the concepts (they can be projected or written in a poster), asking if there is the need for further explanations.
Materials to be used	• Poster • Pen • Colors • Projector (if you want to show the definition to all the participants) • Laptop (if you need to project the definitions).

4.3. Roleplaying

4.3.1 Introduction to the methodology

Role-playing is a pedagogical method used across various contexts and content areas. It involves participants taking on specific, often unfamiliar roles and performing them within a case-based scenario to understand complex or ambiguous concepts. This method has proven effective in achieving learning outcomes in three major domains: affective, cognitive, and behavioural. By playing the role of another person, participants practise empathy and perspective-taking, leading to greater self-reflection and awareness. Moreover, role-playing as a training tool helps participants comprehend situations they have never experienced before and adapt their behaviour accordingly. Expected outcomes of role-playing include enabling participants to embody a character, which fosters greater freedom of speech and creativity. This freedom allows participants to explore situations without fear of judgement, helping them become aware of their own prejudices and stereotypes. Additionally, role-playing helps learners understand the reality of the person whose role they are playing, stepping into their shoes, and recognizing the consequences their own representations can have on others (Agboola Sogunro, 2004).

The learning objectives of role-playing are threefold: knowing how to identify one's own stereotypes and prejudices, recognizing the consequences of these biases on behaviour, and identifying methods to challenge and change these biases.

Traditional role-playing involves participants brainstorming together to choose the situation in which the characters will evolve. Each character has distinct characteristics covering different identities, allowing the exploration of various biases. The story is interactive, with players using their imagination to act out their character, making decisions, and solving problems. The process includes:

- Interpretation of the scene and roles by the players, while others observe.
- The facilitator can interrupt the game to ask the audience for their opinion, such as "Would you have done it differently?"
- Once the expected outcome is reached, the facilitator stops the game.

Debriefing involves:

- The facilitator reminding players of the rules and the caring framework for exchanges, ensuring everyone speaks for themselves without judgement.
- Players debriefing by answering questions about their feelings, their character's position, and giving their personal opinion of the situation.
- The audience participating in the debriefing by sharing their feelings and opinions.
- Allowing a discussion to ensue between the audience and players about the situation and possible solutions.

The facilitator plays a crucial role by summarising the solutions found, presenting other possible ones, proposing alternative actions for different roles in the scene, and defining terms that emerge from the situations played out. This structured approach ensures a comprehensive learning experience, fostering empathy, awareness, and behavioural change among participants.

4.4 Activities

In the following section, several exercises to implement roleplaying can be found: it will be possible to adapt them to the target group and the context, benefitting from the extreme flexibility of the methodology. Please, look at the following activities and choose those ones which are good for your daily target group.

The roleplaying activities included in this toolkit address sensitive topics such as prejudice, discrimination, and invisible racism. While these methods are highly effective educational tools, it is important to acknowledge that they may evoke deeply personal experiences and, in some cases, be emotionally challenging for some participants.

Facilitators are strongly advised to carefully consider the context and background of participants, with particular sensitivity towards racialised individuals or members of historically marginalised groups. For some, the content portrayed in roleplaying exercises may feel too personal or strongly reminiscent of painful experiences, potentially triggering past trauma that has not yet been processed.

For this reason, participants should be clearly informed in advance about the purpose and nature of the activity, and their participation must be entirely voluntary. Everyone should feel free to opt out or leave the activity at any moment without being required to explain their choice.

It is highly recommended to ensure the availability of psychological support or a safe listening space, in case strong emotional responses or discomfort arise. Creating a welcoming and respectful environment is essential, where participants feel protected whether they choose to share their emotions or remain silent.

Finally, facilitators should closely observe the group during and after the exercise, intervening with care and competence should signs of distress appear. Roleplaying activities, especially those that closely mirror participants' real-life experiences, require a thoughtful, conscious, and responsible approach to facilitation.

4.4.1 Job Interview

Name of the activity	Job interview
Methodology	Role playing
No. of participants	3 or more
Profile of the participant	Youngsters (participants and the audience), facilitator (youth worker)
Time	30 min – 2 h
Objective	To raise awareness of unconscious biases in work field and to explore strategies to minimize their impact on hiring decisions.
Description	The facilitator introduces the activity by briefly explaining how unconscious bias can affect job interviews. Examples, such as the “halo and horn effects” — where a single physical trait overshadows an applicant’s other, and perhaps more relevant, qualities — are provided. <i>Scenario presentation:</i> The facilitator presents the job interview scenario to the group. Example: “Interviewer: You are interviewing candidates for a junior marketing position. You value creativity, strong communication skills, and the ability to work in a team. Candidate: You have a strong resume with relevant experience but you come from a different cultural background. You speak with an accent and have a unique name. Please perform the scenario of the job interview, taking into consideration how unconscious bias can affect it”.

	Roleplaying: the group is arranged into pairs. Each pair performs the scenario on their own. Presentation: each pair performs the scenario in front of the others. Conclusion and reflection: all participants reflect on the outcome and on the issue itself. The facilitator guides the discussion. Possible questions: “How did unconscious biases manifest during the interviews?”, “What impact do you think these biases had on the interviewer's decision-making process?”, “What strategies can organisations implement to minimise the influence of unconscious bias in hiring?”.
Materials to be used	Scenarios to be used, to be prepared in advance.
Tips for the activity	• Provide constructive feedback after each performance; • Encourage the others to provide their own feedback. • Promote reflection (encourage the participants to think about ways to translate their takeaways from the session into action). • Take care that the role plays also include subtle, not immediately obvious, biases.

4.4.2 Who is lying?

Name of the activity	Who is lying?
Methodology	Roleplaying
No. of participants	Participants: 20 – 30 participants (players: 5 or 6 and audience - the other participants)
Profile of the participant	From 18 to 30 years old
Time	30 min
Objective	To explore how stereotypes and unconscious biases can influence perceptions and interactions in a public scenario, particularly in conflict situations.
Description	The activity is based on a scenario in which participants will be directly involved. Here below are the main features,- which can be adapted by the trainer according to the context of implementation and the number of participants: Characters: • Customer 1 • Customer 2 (facultative) • Security guard • Witness • Manager • Camera monitor Personality trait/context: Yousseuf/Fatou: Calm, astonished. Around 20. First-time shopping in France. Go to buy clothes and try them on in the changing room. <i>Customer 1:</i> Hard, quite violent way of speaking and a little bit physically, bitter. Around 30.

Security guard of the shop. Follows customer 1 directly after entering the shop. When going to the changing room, ask to check the pockets to verify if nothing has been stolen. Causes an argument.

Witness: White, rich, around 50.

Customer of the shop: Witness the argument between a customer and the security guard and step in by taking the side of one of the characters.

The manager: Around 40 years old.

Step in the argument to calm things down. Ask questions 1 to the security guard, 2 to the witness and finally to the customer accused of stealing. Take the side of one of the characters.

Camera monitor: s/he/they can be played by the facilitator. Last character to step in the argument to reveal that nothing has been stolen.

Scenario:

1. The 1st customer enters in a clothing shop. He is dressed in a very traditional Comorian dress (long colored dress with flip flop).

2. He walks between the shelves and chooses some articles to try on. He goes to the dressing room. The security guard approaches him and asks to show his pockets.

3. The security guard is convinced that the 1st customer is trying to steal clothes.

4. Argument between the two characters.

5. The witness arrives and try to solve the situation. He chooses to take one side (without any proof of who is right or wrong)

	6. They all present their arguments. 7. The manager witnessed the scene and comes to calm things down asking about the situation: he questions the security guard, then the witness and at the end the customer. 8. They all present the situation. 9. The manager also chooses to take one side. 10. The team leader steps in as the camera monitor and give the proof that the customer didn't steal anything. 11. This situation may cause reactions towards the different characters. Suggestion: In order to keep quite a natural evolution of the roleplaying and to have the most genuine reactions, players will not have access to the full scenario. They will have access only to cards indicating their personality traits and their position. Only the Camera monitor has access to the full scenario (he/she/they can direct the scenario if needed).
Materials to be used	Cards describing each character (personality and role to play)
Tips for the activity	To help participants to play with confidence, the facilitator should use ice-breaking activities at the beginning.

4.4.3 A difficult interview

Name of the activity	A difficult interview
Methodology	Traditional role play
No. of participants	At least 5
Profile of the participants	Around 30 years old
Time	1h
Objective	To demonstrate how bias and inappropriate questions can manifest themselves during work settings and encourage participants to learn how to effectively face discriminatory claims.
Description	The facilitators introduce the activity and explain the methodology of roleplay. The facilitators will prepare a script for a specific scenario (i.e. job interview) and the participants will be asked to choose a role. In our specific case, the scenario is set in an office for a job interview. One Muslim woman, one French man, one Italian man are interviewed for the same position. The interviewer asks inappropriate questions to the woman, forces the French and Italian to answer according to stereotypes'. For example, the job interviewer can ask the Muslim woman if she is planning to have children; if she can take the position that was previously occupied by a man; if she expects to have the same salary as a male colleague. For the Italian interviewee, he can ask the Italian man if he can come on time, etc..

	The audience intervenes and discusses the “wrong” statements and discusses how to reply to them.
Materials to be used	No special materials needed
Tips for the activity	The job interview is the simplest scene, easy to replicate, easy for people to imagine. It is open to adaptation according to the national background.

4.4.4. Team Selection

Name of the activity	Team Selection
Methodology	Roleplaying
No. of participants	10
Profile of the participant	High school students or older
Time	2 hours
Objective	To raise participants' awareness of unconscious biases and group dynamics
Description	Preparation & implementation Distribute a document describing the Profiles of Candidates and Committee Members and Explain the Scenario. The names below are exemplary and should be adjusted to the country in which it is taking place. <i>Scenario:</i> In a high school, the board has decided to participate in a national competition titled “Sustainability and Innovation.” The goal of the competition is to develop a project that proposes practical solutions to improve environmental sustainability in schools. The school must select a team of three students who will represent their class in the competition. The team will need to possess various skills and be able to work together effectively. The activity involves 10 participants: 7 will be the candidates and 3 will be the professors on the committee.

Candidates:

Marco: 17 years old, very good at maths and science, passionate about technology and programming. He has a disability that requires him to use a wheelchair. He often feels underestimated by his peers but is determined to prove his worth. He has a great passion for video games and would like to use his talent to develop an educational app.

Elena: 18 years old, daughter of Romanian immigrants. She is a good student in literature and art. She often feels misunderstood and desires to show how her culture can enrich teamwork. She is determined, but at times feels isolated and fears that her origins may be a source of prejudice.

Samuel: 18 years old, an extroverted and charismatic boy with a great passion for soccer. He is always the first to involve his peers in sports and social activities, easily integrating into groups. Despite his social skills, he struggles academically and often feels underestimated due to his academic performance. His lack of success in class leads him to perceive himself as "not smart," and he fears that his peers may not appreciate his creative potential and ability to work in a team.

Julie: 17 years old, she identifies herself as a lesbian, LGBTQ+ rights activist, and proud of her identity. She is very involved in social projects and is part of a politicised school collective. However, she fears that her sexual orientation may negatively influence others' opinions. She

wants to use the project to raise awareness and promote inclusion.

Mei: 17 years old and of Asian descent, raised in an immigrant family. She is introverted and creative, with a passion for art and photography, which she uses to address environmental issues. However, she is often perceived as "quiet" by her peers, leading to her ideas being undervalued. Her ethnicity contributes to unconscious biases: many assume she does not fully understand the local culture, while Mei feels pressured to prove her worth.

Giulia: 18 years old, comes from a wealthy family. She is lively and self-assured, with a strong interest in fashion, parties, and social media. Although she participates in the sustainability project to impress her parents, her motivation is more superficial than authentic. This generates biases among her peers, who see her as unserious and disinterested in environmental issues, perceiving her as an obstacle to their mission.

Christian: 17 years old and from a Catholic, traditionalist family. He is very intelligent and holds strong political opinions, leaning to the right. His bluntness in discussions can come off as arrogant, and he does not hide his racist views, mocking those with differing opinions. Although he is a good student, his attitude creates tension and can intimidate his peers, fueling biases both against him and in his evaluations of others.

Committee Profiles:

Mr. Rossi: Math teacher, very strict and traditional. He evaluates people based on their results and academic

skills. He often ignores the emotions and personal experiences of candidates. He tends to think that those with good grades are automatically good leaders.

Mrs. de la Tour: Art teacher, very open and empathetic. She firmly believes in the importance of personal expression and creativity. She pays attention to details and tries to understand each candidate's life experiences. She tends to value soft skills more.

Mr. Green: Physical education teacher, athletic and motivational. He evaluates candidates based on their physical abilities and leadership skills. He is very competitive and encourages students to give their best.

Individual Interviews:

Each candidate has 3-5 minutes to introduce themselves to the committee, explaining their motivations and skills. The committee can ask questions for further insight.

Group Interview:

The committee asks all candidates to gather for a group interview. During the interview, the professors will try to bring out conflicts between the characters by asking them whom they would like to be in the team with.

Discussion and Reflection:

The committee discusses their impressions of the candidates, highlighting any unconscious biases. Committee members can express how their opinions influence their choices, promoting an open dialogue.

	Secret Voting: Each committee member writes down the names of three candidates they want on the team. The candidates do the same. The votes are anonymous and collected in an envelope. Announcement of Results and Reflection: Announce the three candidates with the highest number of votes and discuss how biases may have influenced the choices. Final discussion about the experience, the dynamics that emerged, and the biases encountered.
Materials to be used	• Candidate and committee profile sheets • Voting cards • An envelope for anonymous votes • Annotation sheets • A clock or timer to manage the time of presentations
Tips for the activity	• Ensure that all participants understand the candidates' profiles and motivations before interviews. • Encourage open and respectful discussion during the reflection phase about biases. • Emphasise that the goal is not only to form a team, but also to understand how perceptions can influence decisions. • Keep an atmosphere of safety and support so that participants feel comfortable expressing their opinions and questions.

4.4.5 Upside down supermarket

Name of the activity	Upside down supermarket
Methodology	Roleplay
No. of participants	At least 7 people playing the roles + audience in case to see and evaluate the performance
Profile of the participants	18 – 25 years old
Time	1h30min
Objective	To raise awareness and understanding on the topic of invisible racism
Description	Preparation: The youth worker needs to prepare the script or the main scenario to be distributed to the people who will be involved in the activity. Implementation: The trainer welcomes the participants, – if necessary proposing an ice-breaker in case the activity is the first of the day. In case of a group of more than 7 people, he/she/they will ask the group if someone wants to be involved in the activity. The scenario: <i>Place:</i> the story is set in a supermarket. <i>The main characters:</i> 1 Police Officer; 1 person with migrant background; 5 people who come from the country where

the story is set, which usually don't suffer discrimination and that will play the part of customers of the supermarket.

The main story: the story is focused in an episode of evident discrimination due to racism. In a supermarket, one of the group of the local people steal something, but the police officer – who is racist – stops the person with migrant background. This person, who has seen the robbery, tries to explain “s/he/they are not involved, accusing the real thief. This starts a discussion which splits the group of local people, where one small group takes the side of the person with migrant background, the other the side of the local person.

After the group played the scenario, the trainer asks the people who actively participated in the role play questions, asking them to: 1) analyse the situation, asking about the dynamics which happened (this can be also asked to a person of the “audience”, not directly participating to the roleplay); 2) on the emotional feedback of the participants, about how they felt during the roleplay; 3) asking a person from the audience, to identify all the racist features which were represented in the scenario.

After this part, the trainer asks the same group of people to play the same dynamics of the scenario but this time with invisible racism/unconscious bias (it is suggested to swap the roles, but the group can decide if they want that or not). The dynamic can be freely set by the participants. The group will have at least 15 minutes to prepare the new scenario.

After the second representation, the trainer will ask the same questions to the group. This time, this part of

	reflection can be a way to see collectively and compare the 2 scenarios portrayed and identify the features of invisible bias consciously and unconsciously represented in both situations. In this last step, the trainer has to guarantee to monitor the discussion, in order to avoid that some participant feel judged instead of analysing the reasons or roots of some invisible bias portrayed. The activity ends with a round of feedback from all the group.
Materials to be used	Handout with the scenario generally described.
Tips for the activity	• It is suggested to introduce the topic of invisible racism before implementing the activity, in order to facilitate its implementation. • If the group is composed of less than 7 people, you can adapt the story based on the number of participants.

4.5. Theatre of the Oppressed

4.5.1 Introduction to the methodology

The Theatre of the Oppressed (TO) was created in the 1960s in Brazil by the director and activist Augusto Boal. His inspiration stemmed from the desire to transform theater into a tool for social change and liberation for oppressed communities. Boal, influenced by the ideas of Brazilian educator Paulo Freire, author of the famous book "Pedagogy of the Oppressed," developed TO as a method to make theatre accessible to everyone, not just professional actors. The goal was to break the fourth wall between actor and spectator, involving the audience as an active part of the performance. The Theatre of the Oppressed is an innovative method used to explore and counteract unconscious biases. This interactive form of theatre encourages democratic and collaborative participation, inviting individuals to become "spect-actors" who engage directly with the performance and use theatre as a tool for social change. The primary goal of TO is to cultivate dialogue, critical thinking, and collective action among participants, empowering them to become catalysts for change in their own lives and communities. By breaking down the barrier between performer and audience, TO allows people to actively explore, depict, analyse, and transform their realities. This method involves a dialectical process of understanding the ideology of oppression and creating new ideologies based on participants' desires. TO operates through various interactive techniques that encourage active engagement in the theatrical process. The main techniques include Forum Theatre, Image Theatre, Invisible Theatre, and Legislative Theatre (Picher M. C., 2007).

Forum Theatre involves enacting a brief scene that illustrates a scenario of oppression or conflict. After this initial performance, the audience is encouraged to participate actively. They can step in to portray characters, test alternative strategies, or propose modifications to actions and dialogue. This interactive element enables participants to explore and test potential resolutions for real-world issues.

Steps for Forum Theatre:

- Participants collectively brainstorm and select a scenario where unconscious bias affects decisions relevant to their lives or community issues.

- The TO facilitator helps the group dramatise the short scenario, ending in a “crisis” (5-10 minutes). The facilitator shapes the “how” of the performance, but not the “what.”
- The group reenacts the scenario, and during the play, the TO facilitator (Joker) encourages the audience to shout “Stop” when they think they have a solution. The actors then try out the proposed strategy.
- The person who shouted "Stop" describes their strategy. They can ask a specific actor to change lines and actions or step on stage to act out their proposed solution.
- The actors restart the performance, incorporating the new strategy.
- Each strategy is played out until the group feels they have an actionable solution.
- Even if no actionable solution is reached, the play provokes the audience to reflect on their responsibility to act and change the status quo.

The role of facilitators is crucial as they summarise the solutions found, present other possible solutions, propose alternative actions for different roles in the scene, and define the terms that emerge from the situations represented. This structured approach ensures a comprehensive learning experience, fostering empathy, awareness, and behavioural change among participants (Gopal M., 2010).

4.6 Activities

Here below the following activities introduce the wide use of Theatre of Oppressed: as you can see, it can be implemented in various contexts and situations, allowing for the creation of new scenarios that facilitate the self-analysis and addressing personal bias.

4.6.1 Cultural appropriation

Name of the activity	Cultural appropriation scenario
Methodology	Theatre of the Oppressed
No. of participants	5-10
Profile of the participant	Youngsters
Time	1h30min -2 h
Objective	To raise awareness about cultural appropriation, helping participants understand its implications and how to prevent disrespect towards minority cultures.
Description	Introduction: The facilitator introduces the topic of cultural appropriation. Cultural appropriation is the adoption of elements from a minority culture by a dominant culture in an exploitative, disrespectful, or stereotypical manner, often involving an imbalance of power. A fashion designer from a Western country using traditional Native American headdresses as a trend in a runway show, disregarding their cultural significance and sacredness, exemplifies cultural appropriation. Scenario presentation: the facilitator presents a scenario where a person/group appropriates elements of another culture without understanding and/or respect.

	Example: Emma, a student from a dominant culture, decides to imitate a traditional ritual or practice from Maria's minority culture (e.g. lighting Shabbat candles, performing ablution etc.) without understanding its significance or seeking Maria's input. Maria feels hurt as the ritual is performed in a superficial manner. Performance: selected youngsters perform the scene. Forum theatre: the performance takes place once again; this time the audience is encouraged by the facilitator to intervene and change the outcome of the scene. Reflection: all participants reflect on the outcome and on the issue itself. The facilitator guides the discussion.
Materials to be used	None
Tips for the activity	▪ Facilitate open dialogue (e.g. include an icebreaker activity if needed) ▪ Promote reflection (encourage the participants to think about ways to translate their takeaways from the session into action).

4.6.2 Talking tables

Name of the activity	Talking tableaus/paintings
Methodology	Theatre of the oppressed
No. of participants	10 - 20
Profile	Youngsters
Time	2 h
Objective	To facilitate understanding of social issues and dynamics, promoting empathy and problem-solving skills.
Description	Preparation: Before the activity, think about subjects (see the section “Tips for the activity”) to give to the participants and imagine characters to include according to the subject Implementation: <i>STEP 1</i> 1. Divide the group in two 2. Half of the group goes outside the room 3. The 1st group to perform is given a subject: they have to represent the subject by taking poses (like in a painting) 4. The 2nd group comes back to the room, looks at the tableau and has to guess the subject of the scene – the group has to discuss and give one common answer. 5. If they have trouble finding the subject, they can touch people on stage, making the table alive (the participant touched just moves a little bit or says 1 or 2 sentences to help figure out what his/her/their pose represents)

6. When the subject of the scene has been found, the 1st group gets out and the 2nd repeat the same exercise

STEP 2

1. Same groups: one goes outside and the one on stage must take poses on the same subject to create a scene but this time, the facilitator tells them which characters to play

2. When the group comes back, the facilitator gives them a list of the characters on stage, and they have to guess who is interpreting who. for this, they are allowed to discuss with the participants on stage

3. Once every character has been found, the same exercise is repeated with the other group

STEP 3

1. Same groups but everybody stays in the room. The facilitator asks the participants to give life to the tableau. Participants maintain their poses but start to talk, playing their roles and creating a cacophony, talking over each other and building up to a "crisis"

2. When the facilitator thinks the crisis has arrived, s/he says "stop" and all participants freeze and stay in their poses

3. The facilitator asks the spectators to propose solutions to solve this crisis by proposing multiple plans

4. Repeat these steps with the other group

DISCUSSION

Have a round of discussions with the facilitator as a moderator to talk about the different notions mentioned during the activity.

Materials to be used	List of different characters (their <u>role</u> and not what they look like or their characteristic) that the facilitator asks to the participant to interpret during STEP 2
Tips for the activity	Taking into account the limited time of the session, it is possible to only perform one or two steps of the activity. Examples of subjects: - A protest (characters: a police officer, a family, an activist with a megaphone, a merchant, etc.) - A robbery (characters: a victim, an accomplice, a security guard, a customer, etc.) - A police control (characters: two police officers, a person controlled, a witness, a family, a worker, etc.) - A bus with a ticket control (characters: a driver, two controllers, a school group, a person who is controlled, the mayor, etc.) - In front of a dance-club (characters: a security guard, a group of friends, a journalist, a single person, the owner of the place, a barmaid, etc.)

4.6.3 Teacher recommendation

Name of the activity	Teacher recommendation
Methodology	Theatre of the oppressed
No. of participants	5
Profile	18 - 30 years old
Time	1h 20 min
Description	1.The facilitators introduce the activity and explain the methodology to the participants. 2. Together with the participants, the facilitators develop a scenario that fits their experience. <i>Example:</i> Context: In the Netherlands, children at the age of 12 finalise primary education (basic school, group 8) and have an important test. Based on the result of this test and the primary teacher's recommendation, children can apply to various schools for the next education cycle (which can vary from vocational education to gymnasium). Characters: • Jamila, a migrant girl, student who graduate the primary school • Hanna, Jamila's mother • Jan, primary school teacher Educational setting: a primary education student – Jamila - although she gets a higher score at the tests, receives from her teacher – Jan - a recommendation for the next education cycle

	for a lower type of education than the other classmates with the same score or lower, because of unconscious bias. A scene is played out where the teacher has to explain and motivate his recommendation for a lower type of education to the student and the parent (Hanna). Unconscious bias is demonstrated against women students and students with migrant backgrounds. Implementation: The facilitators present the scenario(s) to the participants. The participants volunteer for the roles. The facilitators explain the rules of the Theatre of Oppressed to the participants and their roles during the acting. The rest of the participants are encouraged to intervene and explore different perspectives and outcomes by altering dialogues and assuming roles. Replay several times with the audience interacting. Reflection discussion: The participants are encouraged to share their thoughts and feelings during the performance. • Some questions to think about the activity can be: • Did the activity help understanding better the unconscious bias in general and their self-biases? • Is this method helping in exploring possible solutions?
Materials to be used	• Table and chairs or other props, if necessary • Scenario script

Tips for the activity

The facilitators have to create a safe environment for the participants to feel free and open to express themselves, their own experiences, feelings and thoughts.

4.6.4 The birthday party

Name of the activity	The birthday party
Methodology	Theatre of the Oppressed
No. of participants	At least 3 + audience
Profile of the participant	Youth (School community members, volunteers, young people)
Time	Approximately 1h30min / 2 hours (including the enactment, interventions, and reflective discussion)
Objective	To foster understanding and empathy regarding cultural and religious differences, enabling participants to explore diverse perspectives and confront biases
Description of the activity step by step, including preparation if necessary	Preparation: Facilitators create or search for (a) scenario(s), relevant to participants' experiences. Remember to print as many as needed. Example (in Greece): Characters: Elena: an Orthodox Christian student. Sophia: Elena's friend, also an Orthodox Christian. Ali: Muslim student, a friend of Elena and Sophia. Scene: Elena and Sophia are sitting in the yard discussing Elena's upcoming birthday party. They are unsure whether to invite their friend Ali, who is Muslim, due to differences in religious beliefs. Script:

Elena and Sophia are sitting in the yard, talking.

Elena: I'm not sure if we should invite Ali to the party. My parents will be at my house. He's also a boy! We have Christian pictures everywhere at home! I don't know for whom it will be worse- for him or for the others at the party...

Sophia: Yes, I understand your concerns. Though, Ali was always there for us. It would not be right to exclude him, it is not his fault that he is a Muslim!

Elena: I understand that, but sometimes I feel that it is a sin for our faith. As with religion, for example.

Sophia: What about it? Wouldn't you like to learn about all religions? Ali knows about ours!

Elena: No way! It's a sin! We are in Greece!

Facilitators print the scenario(s).

Implementation:

Present the scenario(s) to the participants.

Encourage the participants to volunteer for the necessary roles.

Explain to the participants the rules of the Theatre of Oppressed and their roles during the enactment. Invite participants to intervene during the scene and explore different perspectives and outcomes by altering dialogues and assuming roles.

Group reflection and discussion

Encourage participants to share their experiences, emotions and thoughts from the activity. Indicative reflective questions to prompt the discussion are:

- How did stepping into the role you played influence your understanding of the character's experiences

	and perspectives? Were there any moments that surprised you or challenged your preconceptions? • In what ways did the enactment help you recognize or confront your own unconscious biases? • What challenges did you face in fully immersing yourself in the role or in engaging with others' performances? How can these challenges inform your understanding of empathy and active listening in real-world interactions?
Materials to be used	• Scenario script • Space for enactment • Chairs for participants • Props if necessary (e.g., simple items to represent a yard or birthday party setting)
Tips for the activity	• Ensure a safe and supportive environment for participants to express themselves. • Encourage volunteers to incorporate personal experiences into their roles for authenticity. • Facilitate the intervention phase smoothly, allowing participants to step in and out of roles comfortably. • Guide the reflective discussion to focus on empathy, bias, and personal insights. • Use the activity to promote critical thinking and self-awareness among participants.

4.6.5 Dancing

Name of the activity	Dancing
Methodology	Theater of the Oppressed
No. of participants	At least 5 participants + audience
Profile of the participant	25 – 30 years old
Time	1h
Objective	To critically explore the dynamics of catcalling and objectification, encouraging participants to confront societal stereotypes and biases while promoting empathy through role reversal and discussion about power imbalances in social interactions.
Description	The scene to be played is a catcalling scene during a party; the girl being catcalled is a black girl who is asked to twerk. Characters: • Martina - main character, victim of catcalling • Marco - brother of Martina • Maria - friend of Martina • Christian - aggressor • Julius - aggressor Setting: A party in a university context. Scene: Christian and Giulio approach Maria, the protagonist's friend, who is at the bar. They ask her if Martina is dancing with her boyfriend (Marco), she replies she doesn't but that the person she is dancing with is her brother.

	Christian and Giulio then approach Martina, she ignores them and continues dancing One of them comes closer and says to her, “You dance very well, can you show us how you twerk?” Martina pulls away and tries to get closer to her brother Christian chases her and says, “If you twerk I'll give you my drink.” Martina stops, turns around, picks up the glass and pours it on him. Marco interjects and asks the two boys, “Who are you?” Giulio responds to Marco by insulting him. The tension rises to a climax, the scene stops. The audience can “freeze” the scene at any time. After the scene brainstorm about the characters' behaviours, come up with new resolutions, actors switch characters, debate the dynamics and stereotypes that have emerged and racist attitudes (the black girl who can dance well, the objectification of the woman, the protective attitudes of the brother and so on)
Materials to be used	Space to recreate the scene, glasses, music speaker.
Tips for the activity	Try acting out the scene by reversing the roles, males do female characters, females do male characters.

4.7. Storytelling exercises

4.7.1 Introduction to the methodology

Storytelling serves a multifaceted purpose in educational contexts. Its primary goal is to captivate participants, cultivating awareness and facilitating profound learning experiences (Lawrence & Paige, 2016).

Through storytelling, individuals not only share their narratives but also challenge stereotypes, broaden perspectives, and nurture empathy among listeners.

This powerful medium transcends cultural boundaries, uniting diverse individuals through shared stories and experiences. It serves as a bridge, connecting hearts and minds, fostering understanding in ways that traditional methods often struggle to achieve (Bruno, 2013).

In workshops dedicated to storytelling, its role extends beyond mere entertainment; it becomes a transformative tool for personal growth and collective empathy. Throughout these sessions, participants engage in reflective exercises, expressing themselves authentically while collaborating with others. Rooted in psychological insights and principles of positive psychology, these activities emphasise experiential learning within a supportive environment.

By sharing their stories, individuals not only explore their own identities but also discover commonalities with others, building bridges of empathy and understanding. The outcomes of these storytelling workshops are profound and measurable. Participants undergo a journey where they confront and acknowledge their biases, recognizing how these biases shape their perceptions and behaviours.

Through empathy-fueled narratives, they gain invaluable insights into the diverse realities others face, fostering a deeper sense of connection and solidarity. Moreover, critical reflection becomes a cornerstone skill, enabling participants to analyse narratives critically, deconstruct stereotypes, and cultivate a more nuanced understanding of societal issues. Active listening, another pivotal skill honed through storytelling, fosters an atmosphere of mutual respect and comprehension among participants, enhancing interpersonal dynamics beyond the workshop setting (Jenkins, 2024).

he learning objectives are strategically designed to encompass knowledge, skills, and competencies essential for personal and social development. Participants acquire knowledge by understanding the profound impact of biases on perceptions and behaviours. They develop critical skills such as self-awareness, empathy, and the ability to challenge preconceived notions through storytelling.

These competencies empower individuals to recognize and address personal biases while fostering a genuine appreciation for diverse human experiences.

4.8 Activities

Storytelling is a methodology with a strong potential and which can be used to convey people's stories, which are one of the most powerful educational tools that can be used. Each one of us can tell a story, with different perspectives and shades. The topic of unconscious bias fits with this methodology, since it can express all the difference angles, emotions and experience people have on this issue.

4.8.1 Intergenerational storytelling

Name of the activity	Intergenerational storytelling
Methodology	Storytelling
No. of participants	5-30
Profile of the participant	Youngsters
Time	1-2 h
Objective	To foster intergenerational dialogue by sharing personal stories related to bias and racism, encouraging participants to reflect on the historical context of these issues and their relevance today
Description	Preparation: <i>Storytellers identification:</i> the facilitator needs to reach out to older people in the community who can share their experiences which involve bias/racism. <i>Scheduling a session:</i> date, time, location, and the subject of the session needs to be chosen at this point. The facilitator should reach out to the youngsters to ensure participation. Implementation: 1. The facilitator introduces the storyteller(s) and the purpose of the session.

	2. Storytelling: the older person shares their stories which involve bias/racism. 3. Q&A session: the youngsters are invited to ask the storyteller(s) questions related to their stories. Reflection: the youngsters share their insights and takeaways from the session, also focusing on the difference between generations and how racism is still present today. The facilitator guides the discussion and encourages dialogue, inviting participants to propose a solution.
Materials to be used	Any/none
Tips for the activity	▪ Create a respectful environment ▪ Invite diverse participants ▪ Encourage the audience to share their thoughts honestly, assuring a non-judgemental discussion.

4.8.2 Tell us more

Name of the activity	Tell us more
Methodology	Storytelling
No. of participants	20 – 30 participants
Profile of the participant	From 12 to 18 years old
Time	1h30min
Objective	To explore and articulate young people's perspectives on various social situations involving prejudice, promoting creativity and critical thinking while enhancing understanding of unconscious biases.
Description	Step 1 – Group formation Participants are divided into small groups of up to 5 people. If the group is small (under 10 people), participants can work individually. Step 2 – Introduction of the situations The facilitator presents a selection of social situations (see the list at the end of this section). Each group draws or selects a situation at random, titled "Tell us what happens next". Step 3 – Individual reflection and story drafting Each participant individually reflects on the chosen situation and writes the first draft of a story inspired by it. To support creative writing, the facilitator introduces guiding questions, such as: • Who are the protagonists? What are their names? • What are their roles and intentions in the scene? • Where does the story take place? Can you describe the setting?

- What are the social or emotional dynamics involved?
- What happens next? What challenges or decisions do the characters face?
- How does the story end, and why?

Step 4 – Group sharing and story selection

Participants discuss their individual drafts within their group and decide collectively which story they wish to develop and present. They can blend ideas or choose one narrative to refine as a team.

Step 5 – Story presentation

Each group shares their chosen story with the rest of the participants. The presentation can be read aloud or narrated in a more creative form.

Debriefing:

After each story, the facilitator leads a brief debate with all participants about the story. For example:

- The facilitator may ask: why did you develop the story in this particular way? What was the crucial factor in reaching this conclusion? What aspects of prejudice or unconscious bias emerged? What feelings or reactions did the characters experience?
- Group members can share their own story or the one they discuss with the group
- Members of other groups can also propose alternative endings or paths they would have preferred if they were in their place.
- Once all the stories have been told, the facilitator, while using their story, revisits the definitions of unconscious biases.

	List of situations - Tell us more about: ▪ A wedding between people with different migrant background in a Paris suburb ▪ A wedding in Paris ▪ Young people dressed in tracksuits with shoulder bags, walking in a street and police officers approach them ▪ A group of multi-ethnic youth accompanied by two middle-aged and older individuals ▪ A person on the subway grips its bag tightly when someone categorized as Arab enters ▪ Two older women walking on the street, a group of young people approaches them.
Materials to be used	Papers for the participants to write down their stories
Tips for the activity	▪ Make sure that no one in the group takes the place of the leader and imposes their story ▪ If the number of participants is small, there's no need to form groups - each participant can write its own story

4.8.3 Personal or witnessed story of unconscious bias

Name of the activity	Personal or witnessed story of unconscious bias
Methodology	Storytelling
No. of participants	At least 5
Profile of the participant	25 - 30 years old
Time	1h
Objective	To foster understanding and empathy by sharing and reflecting on personal experiences
Description	The facilitators explain the methodology of storytelling, reminding participants of the main steps and the purpose of the methodology. After that, the facilitators split the group in pairs, asking participants to think about a personal story that they witnessed in their personal environment. Each participant shares a personal or witnessed experience of unconscious bias while the colleague in the relevant pair is taking notes of the story and retelling it as if it was its own. Reflective Discussion: The participants are invited to reflect on the activity, the experience of retelling someone else's story and what this entails in terms of empathy and potential connection. The participants are encouraged to explore the possibilities of using this method in their own settings. When exploring the use of this method, organisers are encouraged to include different age groups in order to be able to fully reflect on the generational differences in biases.
Materials to be used	Pen and paper

Tips for the activity

Remind participants they need to share stories only if they feel confident in sharing it, avoiding to feel under pressure.

4.8.4 Storytelling on Unconscious Bias

Name of the activity	Storytelling on Unconscious Bias
Methodology	Storytelling
No. of participants	10-20 participants, working in pairs
Profile of the participant	Students or educators
Time	Approximately 1h30min (including storytelling, exchange, and reflective discussion)
Objective	To understand the process of unconscious bias by developing new stories, enabling participants to use the benefits of storytelling.
Description	Implementation: Participants are paired up to ensure an intimate and focused exchange. Each couple has to develop a story where the characters have an unconscious bias, according to the storytelling technique. Once each pair has finished, they need to tell the story to the bigger group. Each story will be listened to and analysed, and the audience will be asked how to prevent the unconscious bias at the center of each story Reflective Discussion: ▪ Encourage the participants to reflect on the origin of unconscious bias and the potential emotional connection fostered through the activity. ▪ Encourage the participants to explore how this activity could be applied in their educational environments. ▪ Provide space for them to discuss the potential of storytelling implemented at multiple levels.

Materials to be used	Notebooks and pens for note-taking if desired Flip chart or whiteboard for facilitators to note key points during the reflective discussion
Tips for the activity	▪ As the facilitator, share an example of story which can give inspiration to the participants. ▪ Remind participants to listen without interrupting, and to pay attention to the feelings and nuances in the stories which will be told. ▪ After the session, consider providing a summary of the key points discussed, particularly any strategies or insights shared by participants. ▪ Offer prompts for further personal reflection or journaling on the experience and the topics discussed.

4.8.5 Around the world in 5 stereotypes

Name of the activity	Around the world in 5 stereotypes
Methodology	Storytelling
No. of participants	10
Profile of the participant	Young people
Time	1h30m
Objective	To explore and deconstruct cultural stereotypes, fostering critical thinking and discussion among participants about the origins and implications of these stereotypes, thereby promoting greater cultural awareness and understanding.
Description	Step 1 – Introduction by the facilitator The facilitator introduces the concept of stereotype and its difference from cultural facts or traditions. Brief examples can be shared to help participants grasp the distinction. Step 2 – Selection of the country Each participant draws the name of a random country from a container. Alternatively, countries can be assigned or chosen freely, depending on the group context. Step 3 – Brainstorming stereotypes Individually, each participant writes down at least 5 common stereotypes associated with the selected country. Stereotypes can be explicit or subtle, and may concern food, behavior, fashion, language, or values. Step 4 – Creative writing Each participant writes a short fictional or realistic story set in the chosen country, intentionally incorporating the 5 identified

	stereotypes. The story can include humor, exaggeration, or imaginary characters, as long as it reflects the stereotypes in action. Step 5 – Storytelling and group analysis Participants take turns reading their stories aloud to the group. After each story the group collaborates to identify the stereotypes present. For each stereotype, a guided discussion follows: • Where does this idea come from? • How often is it reinforced in media, education, or everyday life? • Is it based on a real element or is it an oversimplification? • What could be the impact of believing or spreading this stereotype? The facilitator notes the stereotypes and key terms from the discussion on a flipchart. Step 6 – Debrief and Reflection At the end of all presentations, the facilitator guides a general reflection: • What surprised you about the stories? • Did any of your own biases emerge? • How can we challenge these automatic associations in daily life?
Materials to be used	Paper, pens, flipchart, markers, draw container, chairs, tables

4.9 Youthwork experiments

4.9.1 Introduction to the methodology

Youth work experiments are informal research activities that can take various forms, each with specific objectives. For example, program evaluations aim to examine the effectiveness of initiatives designed to address specific needs or challenges faced by young people, such as mentoring programs, job training initiatives, or mental health support services (National Youth Agency, 2023). Policy experiments test the impact of policy changes or innovations on youth-related issues, such as changes in education policies, youth employment programs, or youth justice reforms (Hart, 2021). Behavioural interventions implement measures aimed at promoting positive behaviours or reducing risky behaviours among young people, such as campaigns to prevent substance abuse, promote healthy relationships, or encourage academic achievement (Miller & Hayward, 2020). Social experiments involve conducting research in real-world settings to study social phenomena related to youth, such as peer influence, social norms, or the impact of social media on behaviour and well-being (Brown & Smith, 2019).

A social experiment is a research project conducted with human subjects in the real world or controlled environments to test various sociological, psychological, or economic theories and hypotheses. Unlike laboratory experiments that take place in highly controlled environments, social experiments often occur in more natural settings or involve real-life interventions, aiming to observe how individuals or groups behave under certain conditions or in response to specific stimuli or policy changes (Goffman, 2023). The expected outcomes of these experiments include increased awareness of unconscious biases among youth workers, a better understanding of the importance of diversity and inclusion in youth work settings, and insights into the effectiveness of self-reflection activities in promoting bias awareness and behaviour change among youth workers (Allen & Johnson, 2022).

By framing the activity as a social experiment in youth work, we can systematically examine the impact of self-reflection on bias awareness and contribute valuable insights to the field of youth work practice. Youth work experiments often involve collaboration between researchers, youth workers, policymakers, and community stakeholders to design and implement interventions, collect data, and analyse results (Youth Partnership, 2021). The

findings from these experiments can provide valuable guidance on effective strategies for supporting and empowering young people, informing policy and practice in the field of youth work. In this field, ethical considerations are crucial and include informed consent, where participants are informed about the project's focus on biases, voluntary participation, respecting participants' autonomy to engage or disengage from discussions, and minimization of harm, providing a supportive environment and resources to address any emotional impact (Childress, 2020; United Nations, 2023).

4.10 Activities

Here below, you can find several activities in which the youth work experiments are proposed in different contexts and settings:

4.10.1 Diversity promotion experiment

Name of the activity	Diversity promotion experiment
Methodology	Youth work experiment
No. of participants	10-20
Profile of the participant	Youngsters + facilitator (youth worker)
Time	1 week
Objective	To engage young participants in a week-long diversity promotion experiment that raises awareness and fosters inclusion through social media campaigns, enabling them to challenge stereotypes and share cultural perspectives
Description	The facilitator identifies social media platforms and other channels where the experiment can be implemented, and sets clear objectives for the diversity promotion experiment, such as increasing awareness or fostering inclusion. The facilitator and the youngsters launch the diversity promotion campaign across selected channels. They create and schedule posts, share personal stories and infographics, and engage in live discussions in order to adjust the content based on feedback. Examples: “Cultural Exchange Week” where participants share videos about their cultural traditions, interview people from different backgrounds, and highlight stories of intercultural friendships.

	“Breaking Stereotypes” campaign where participants challenge and deconstruct common stereotypes and misconceptions about various groups through myth-busting infographics. “Global Perspectives” campaign where participants share content comparing and contrasting how various cultures handle similar issues or traditions. At the conclusion of the campaign, the facilitator conducts an evaluation of the activities and their impact on the participants, and among the others. They/he/she analyses metrics and gathers feedback through surveys. The facilitator conducts a concluding discussion, during which they/he/she shares the results of the evaluation with the participants and asks them for their own insights. They assess the campaign’s effectiveness, discuss results and provide a summary highlighting successful strategies and areas for improvement.
Materials to be used	PCs, laptops, smartphones, posters, brochures
Tips for the activity	Ensure that the objectives of the experiment are well defined Choose social media platforms and other communication channels that ensure maximum reach and impact, while providing safety to all participants Use the results of the evaluation to adapt strategies for further campaigns

4.10.2 What do you think?

Name of the activity	What do you think?
Methodology	Youth work experiment
No. of participants	20 - 30 participants
Profile of the participant	From 11 to 18 years old
Time	1h30min
Objective	To foster understanding of the origins and impacts of prejudices and promote awareness and dialogue about racism, anti-Semitism, sexism and ageism.
Description	Before the beginning of the activity, the facilitator distributes the questionnaire – it can be online or a hard copy – with the pre-evaluation survey. This can be done some days before or the same day of the activity. At the beginning of the activity, the facilitator reveals a list of statements containing prejudices (you will find the list below). This list includes several stereotypes and attitudes based on racist, anti-Semitic, sexist, and age-related biases. The facilitator asks participants to look at the list and think about an experience they have personally lived through or heard about. The facilitator encourages participants to write their story/anecdote on a piece of paper. After this reflection time, the facilitator encourages some volunteers to share their story/anecdote with the rest of the group. They may also choose a statement themselves and tell an anecdote, which could facilitate speaking out.

The facilitator then leads a discussion on the biases that led to these statements and on the various factors that can influence the development and perpetuation of our biases.

The facilitator takes the opportunity to reassure participants by explaining that it is normal to have biases but that it is very important to be aware of them and continually fight against them.

At the end of the activity, the facilitator distributes the questionnaire with the survey to be done after the activity.

List of Statements:

- In a classroom, students hide their belongings to prevent their classmates with migrant backgrounds from stealing them.
- Black people can't swim due to their bone density.
- The worst spellers are foreign-origin students.
- The French are racist: they do not want to mix with different people.
- Asians eat dogs: I will protect my dog from my Asian neighbour.
- My neighbour is Jewish, he must be rich, he has contacts in banks and the media.
- Jews only live among themselves, they hate other religions, especially Muslims.
- Women can't drive: a woman at the wheel, danger at every turn.
- A woman's place is in the kitchen.
- Women are meant to take care of children: therefore, they cannot have demanding jobs (surgeon, CEO, etc.).
- Old people talk a lot and do not listen enough to young people.

- Young people are reckless, they have no commitment.

Survey before the Experience:

Demographic Data

1- You are:

- Male
- Female
- Other:

2- Your age group

- Between 12 and 18 years old
- Between 18 and 26 years old
- Over 26 years old

3- What is your profession?

- Student
- Teacher / educator / trainer
- Other employee
- Unemployed

General Data

4- What are your expectations regarding this workshop?

5- Do you consider yourself as someone who fights against racism and anti-Semitism?

Yes / No

6- What is prejudice?

7- Do you have examples of prejudices?

8- Have you ever faced or witnessed a situation in which discrimination based on stereotype and prejudice happened?

9- In your opinion, what is the most common prejudice?

10- Do you think you have one or more prejudices?

	Yes / No
	<i>11- On a scale of 1 to 10, how many prejudices do you estimate you have?</i>
	<i>12- Are you willing to question your prejudices ?</i>
	Survey after the Experience:
	Demographic Data
	<i>1- You are</i>
	• Male • Female • Other:
	<i>2- Your age group</i>
	• Between 12 and 18 years old • Between 18 and 26 years old • Over 26 years old
	<i>3- What is your profession?</i>
• Student • Teacher / educator / trainer • Other employee • Unemployed	
<i>General Data</i>	
<i>4- Have your expectations regarding this workshop been met?</i>	
On a scale of 1 to 6, where 1 means “absolutely not” and 6 means “absolutely yes”	
<i>5- How important does this topic seem to you after this workshop?</i>	
On a scale of 1 to 6, where 1 means “not at all” and 6 means “very important”	

	6- <i>Do you consider yourself as someone who fights against racism?</i> On a scale of 1 to 6, where 1 means “absolutely not” and 6 means “absolutely yes” 7- <i>What can you contribute to this fight?</i> 8- <i>Has your definition of prejudice changed?</i> Yes / No <i>If yes, how?</i> 9 - <i>Are you willing to question prejudices ?</i> Conclusion 11- <i>Rate the quality of this experiment on a scale of 1 to 6, where 1 means “really bad” and 6 means “really good”</i> 12- Remarks: here you can express what has not been covered in the previous questions.
Materials to be used	In order to have a good proceeding of the youth work experiment, the facilitator will have to print in advance the two surveys. Papers for participants to write down their stories/anecdotes.

4.10.3 Personal bias reflection exercise

Name of the activity	Personal bias reflection exercise
Methodology	Youth work experience
No. of participants	At least 5
Profile of the participant	25 - 30 years old
Time	1h (including preparation + implementation)
Objective	To promote a deep understanding of the influence of biases on professional relationships and decision making, while encouraging strategies to recognize, address and mitigate such biases in a collaborative environment.
Description	Preparation: The facilitators prepare a list of bias (see the list in the Materials to be used section) to distribute among participants. <i>Reflective exercise:</i> The participants receive a list of biases, and they are asked to choose 2 from the list which they recognize in themselves and write down some characteristics for 10 minutes. Each participant shared their choices with the group and how they felt about it. All participants talk about a personal bias: i.e. beauty bias, conformity bias, gender bias, name bias, etc. <i>Reflective discussion:</i> All participants analyze the remaining biases on the list and reflect on how to use them in their work environment.
Materials to be used	A list of various biases Examples of unconscious bias:

Gender Bias: This bias involves favouring one gender over another. It's often referred to as sexism. For example, assuming that women are better suited for nurturing roles while men are better leaders.

Ageism: Age-based biases occur when we stereotype or discriminate against others based on their age. This can happen to older team members, leading to assumptions about their abilities or relevance, or to younger people who are denied respect..

Name Bias: Unconscious biases can affect how we perceive names. For instance, certain names might evoke positive or negative associations, impacting our judgments.

Beauty Bias: This bias is related to physical appearance. People tend to associate attractiveness with positive qualities, which can influence hiring decisions or interpersonal interactions.

Halo Effect: When we perceive someone positively in one area, we tend to assume they excel in other areas as well. For example, if someone is attractive, we may assume they're also intelligent or competent.

Horns Effect: The opposite of the halo effect, this bias occurs when a negative perception in one area leads us to assume negative qualities in other aspects. For instance, if someone makes a mistake, we might unfairly judge their overall competence.

Confirmation Bias: Our brains seek information that confirms our existing beliefs. This bias can lead us to ignore evidence that contradicts our views.



Conformity Bias: We often conform to the opinions or behaviors of a group. This bias can prevent us from critically evaluating alternatives.

4.10.4 Personal Bias Reflection Exercise #2

Name of the activity	Personal Bias Reflection Exercise #2
Methodology	Youthwork Experiment
Methodology subtype	Social experiment
No. of participants	Variable (depending on the group size, e.g., 15-30 participants)
Profile of the participant	Youth (School community members, volunteers, young people)
Time	Approximately 1h30min
Objective	To stimulate individual and group reflection on unconscious bias through a structured process, starting from personal evaluations and leading to facilitated discussion.
Description	Preparation: Facilitators prepare reflection sheets with the following prompts for each concept: a) Description of the term b) One positive statement c) One negative statement These prompts will be used to reflect and write the answers regarding the concepts which will be listed (see here below). Concepts for reflection: • Girls who flirt • Freedom of religion • Body type and sports • Tuition fee for private tutoring • Multilingualism in school Facilitators print the pre- and post- evaluation questionnaires.

Before starting the activity, the facilitator provides a short, accessible explanation of unconscious bias, supported by simple examples.

Suggested definition:

“Unconscious bias refers to automatic, instinctive, and often unintentional judgments we make about individuals or groups, based on cultural stereotypes or personal experiences. These biases influence our perceptions, decisions, and behaviours, even when we believe we are fair and open-minded.”

The facilitator may use, illustrations, or real-life examples to support the explanation and activate reflection.

Reflection Exercise:

Share with the participants the pre-evaluation questionnaire, and wait for participants to gather them to then analyse the results.

Distribute reflection sheets to each participant.

Participants individually write their responses for each prompt on the reflection sheet, based on the list of terms provided.

Group Discussion:

The facilitator collects the pre-evaluation questionnaires and reflection sheets.

The facilitator anonymously reads out the responses gathered.

The Participants are invited to comment on the statements and discuss various issues, including sexism, religious biases, socio-economic discrimination, and racism.

	Post-Evaluation and General Reflection: Participants complete a post-evaluation questionnaire to provide feedback on the activity. They engage in a general reflection session where participants share their thoughts and experiences from the day's activities.
Materials to be used	Pre-evaluation questionnaires Example: 1. <i>From 1 to 5, how much do you consider yourself an anti-racist person? (1 - Not at all; 5 - Definitely).</i> 2. <i>How clear is the definition of "unconscious bias" for you? (1 - Not at all; 5 - Very clear)</i> 3. <i>Have you ever recognised unconscious bias or attitudes of invisible racism in the people around you??</i> 4. <i>In the course of your daily life, how often are you aware of observing attitudes of invisible racism?</i> 5. <i>Towards which people do you think there are the most unconscious biases around you?</i> 6. <i>What do you think is the most widespread prejudice? Towards which people?</i> 7. <i>From 1 to 5, how much do you think you have unconscious bias? (1 - Not at all; 5 - A lot)</i> 8. <i>From 1 to 5, how important do you think the issue is?</i> 9. <i>From 1 to 5, how important do you think it is to have tools or knowledge about activities to work on this issue? (1 - Not at all; 5 - Very important)</i> 10. <i>What are your main expectations and concerns about the workshop?</i>

Post-evaluation questionnaires

1. *From 1 to 5, how satisfied are you with the workshop?*
2. *After the workshop, how much awareness and intuition do you think you have about the issue of unconscious bias?*
3. *After the workshop, do you identify other types of unconscious bias or other victims of unconscious bias? If so, which ones?*
4. *After the workshop, from 1 to 5, how much do you think you have unconscious bias?*
5. *After the workshop, from 1 to 5, how important do you think the issue is?*
6. *From 1 to 5, how important do you think it is to have tools or knowledge about activities to work on this topic?*
7. *From 1 to 5, please rate whether the workshop met your initial expectations (1 - Not at all; 5- Very much):*
8. *Please rate from 1 (Very Low) to 5 (Very High) the quality of the following materials and features of the lab:*
 - Venue
 - Working atmosphere
 - Presentations and texts
 - The atmosphere in which the workshop is held
 - Preparation of the facilitators
9. *Share any comments not included in this questionnaire.*

4.10.5 Triggering pictures exhibition

Name of the activity	Triggering pictures exhibition
No. of participants	At least 15
Profile of the participant	18 – 25 years old
Time	1h30min
Objective	To promote critical discussions about unconscious bias, encourage empathy, and inspire participants to consider how to challenge and reduce biases in themselves and their communities.
Description of the activity step by step, including preparation if necessary	Preparation: Trainers need to print out several pictures which can trigger hidden bias on participants. Minimum number of pictures to be printed is 10. Hang the pictures in a room, different from the one where the participants will gather. Implementation: 1. The trainer invites participants to enter in the room where the pictures are hung, suggesting to look at them in silence, and to take their time to reflect. 2. Pictures should portray people who are often controversial according to the mainstream: 1. An older woman dressed with revealing clothes; 2. A pregnant trans man; 3. A queer family; 4. A man taking care of the kids and the house and on the background a woman who is working in front of her laptop; 5. A group of refugees in a queue waiting for documents.

	3. After that, trainer will distribute an online questionnaire through which the participants can answer anonymously – Kahoot can be a useful tool – in which they will find a scale assigned to each picture and rate from 1 to 5 their level of uneasiness related to one picture (1 – lack of trigger; 5 – high level of uneasiness). 4. After all the participants have voted, trainers can start to discuss picture by picture what can trigger someone, exploring unconscious bias and triggering features. Questions can be: a) what features do you think could be a trigger for people? b) What type of bias can be associated to these triggers? c) What do you think a society needs to do to decrease these unconscious biases? 5. At the end of the activity, trainers will ask each participant for a single word to define the experience of the activity as feedback .
Materials to be used	▪ Pictures to be printed out ▪ Materials to hang the pictures in the room ▪ Subscription to a free app to generate anonymous questionnaires

5. Glossary

Ageism: Unfair treatment of people who are becoming old or who are old (www.dictionary.cambridge.org).

Attribution Bias: The tendency to attribute causes to behaviours or events in a way that may be inaccurate or biased, often influenced by personal beliefs or stereotypes (www.oxford-review.com).

Beauty Bias: The tendency to favour attractive individuals over those perceived as less attractive in various social and professional contexts (www.equalture.com).

Brainstorming Exercise: Group activity aimed at generating creative ideas and solutions through open and spontaneous discussion (www.mural.co).

Confirmation Bias: The tendency to search for, interpret, and remember information that confirms one's preexisting beliefs or hypotheses, while disregarding opposing evidence (www.britannica.com).

Conformity Bias: The tendency to align one's beliefs and behaviours with those of one's group, often at the expense of individual judgement or critical thinking (www.scribbr.com).

Contrast Effect: The perception of differences between two things that are compared directly to each other, making one seem more extreme or noticeable in contrast to the other (Caccavale J., 2020)

Cultural Tandem: Partnership between individuals from different cultures or backgrounds to exchange knowledge, skills, and perspectives (Porshneva et al., 2020).

Debate: Structured discussions where participants argue opposing viewpoints on a specific topic, aiming to persuade and convince an audience (www.britannica.com).

Gender Bias: Prejudice or discrimination based on a person's gender, often favouring one gender over the other in various aspects of life (www.dictionary.cambridge.org).

Halo Effect: The tendency to judge a person positively across multiple attributes or characteristics based on an initial positive impression (www.britannica.com).

Horns Effect: The opposite of the Halo Effect, where a person is judged negatively across multiple attributes or characteristics based on an initial negative impression (www.oxfordreference.com).

Human Library: Events where individuals with diverse backgrounds act as "books," sharing their personal stories and experiences to challenge stereotypes and promote understanding (www.pro.affluences.com).

Intersectionality: the way in which different types of discrimination (= unfair treatment because of a person's sex, race, etc.) are connected to and affect each other. (www.dictionary.cambridge.org).

Microaggression: Subtle, often unintentional actions or comments that convey hostility, derogatory attitudes, or negative assumptions toward a marginalised group (Limbong A., 2020)

Non-Formal Education: Education processes that complement formal education, often emphasising practical skills and personal development (www.coe.int).

Pedagogical Game: Educational games designed to facilitate learning and reinforce concepts through interactive play (Barseghian T., 2011).

Photo Voice: A method where individuals use photography and visuals to express their perspectives on social issues or personal experiences (Santinello M. et al., 2022).

PoC: person of colour or people of colour: a person who does not consider themselves to be white, or people who do not consider themselves to be white. (www.dictionary.cambridge.org).

Prejudice: Preconceived opinions or attitudes usually held without sufficient evidence or justification (www.dictionary.cambridge.org).

Race: Socially constructed categories based on physical characteristics, often used to classify people into distinct groups (www.dictionary.cambridge.org).

Speed Dating: A structured social event where individuals meet and interact briefly in a series of timed sessions, typically to find potential romantic partners (SALTO-YOUTH, 2014).

Storytelling: The art of crafting and sharing narratives, used to convey ideas, emotions, and cultural heritage across generations (www.storynet.org).

Theater of the Oppressed: A form of participatory theatre that encourages audience interaction to explore social and political issues ([www. imagination.org](http://www.imagination.org)).

Unconscious Bias: A systematic and often unconscious tendency to favour certain outcomes, beliefs, or individuals over others, influencing judgments and decisions (www.diversity.ucsf.edu).

Youth Work: Activities and initiatives aimed at supporting the personal, social, and educational development of young people, often through structured programs and mentorship (www.pjp-eu.coe.int).

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