



AT THE CROSSROAD  
OF INEQUALITIES /  
DISCRIMINATION

PRACTICAL  
EXERCISE

# *More than one story*

**Group size:**

8–10 participants

**Duration:**

45 min (25 minutes for instructions and the game, 20 minutes for the discussion)

**Requisites for the practical exercise:**

- ball or smaller softer object
- pen and paper and a hard surface (for the person taking notes)
- larger sheet of paper and coloured markers

**Type of practical exercise:**

teamwork

**Methods used:**

storytelling, conversation, group reflection

**What is the purpose of this practical exercise? What does the youth worker want to achieve? What results can they expect?**

The aim of the practical exercise *More than one story* is to explore the notions we have about other cultures, social groups, other sexual orientations, (non) believers, etc. By making two young people's stories, participants will gain an awareness of how such representations condition our expectations of people who belong to different groups and have different identities than ourselves.



## Do you know?

Storytelling has a powerful impact on social awareness and can play a key role in addressing and reducing intersectional discrimination. Stories can express the complex experiences of individuals facing intersectional discrimination in ways that promote empathy, understanding, and social change.



## Practical exercise plan

- Invite the participants to form a circle, which should be small enough that they can pass a ball or a small object to each other.
- Explain to the participants that you will create a story together.
- One (or two, if the group is large enough) of the participants assumes the role of note taker. They should sit outside the circle, but close enough to hear and record the unfolding story. The youth worker gives them a pad, a piece of paper and a pen.
- Explain to the participants that you will make up a story together, and you do so using a ball or object. Whoever is holding the object or ball, can add their part to the story. Have everyone add a sentence or two to the story, choosing different characteristics, circumstances or events of the main character. Remind the note taker to meticulously write down the details of the story so that they can summarise it in the end.
- The youth worker begins by telling the story: *"In Gorenjska, in a wealthy family, lived 17-year-old Maja, who lost her hearing due to an illness in childhood."*
- Pass the ball or object to another participant who should continue the story. When they add their part, they should pass the object or ball to another participant.
- The game continues with everyone in the group creating a story. You have to make sure that everyone participates in the creation of the story.
- After 10 or 12 turns, stop the game and continue: *"Maja knows Izak, a Jew who also has his own story."* Pass the ball or object to someone in the group who will continue Izak's story.
- After 10 or 12 turns, stop the game. Ask the note taker to read both stories.
- You can guide the discussion using the questions below. Make sure that all participants who want to give their opinion have the opportunity to do so.



## Questions for the discussion

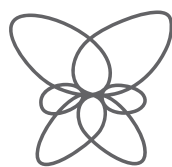
1. *How do the stories of Maja and Izak reflect their different lives?*
2. *Were you able to identify at least partially with either story? Why yes/no?*
3. *Were any stereotypes or prejudices used? Which ones?*
4. *Did the two characters experience discrimination because of their characteristics/circumstances and identities? If so, how did they react to it?*
5. *Would the stories of Maja and Izak be different if any of their characteristics/circumstances or their identities had changed?*
6. *How do the two stories relate to the notions we have about people with disabilities, foreigners, Jews?*
7. *Did you all have similar notions? Why yes/no?*
8. *Where do we get these notions from? Why?*
9. *What did you learn or realise in this practical exercise? How will you use the acquired knowledge in your everyday life?*



## Advice for the youth worker

- The practical exercise can be carried out indoors or outdoors. When outdoors, make sure there are as few distractions as possible (noise, weather conditions, etc.).
- If necessary, provide a pad for the note taker for writing on the sheet (if no flat surfaces are available (tables, floor, etc.)).
- It is best if the story is created spontaneously and quickly. This may be difficult for the note taker and they may not be able to record all the information. You can avoid this by choosing two participants as note takers or by recording the story.
- If you have more participants, divide them into smaller groups. Each group should create its own story. The start of the story can be the same for both groups, or you can give each group a different start of the story.
- It is important to tell the participants at the very beginning that it is a simple collaborative creation of a story.
- The discussion questions listed are for assistance and guidance only. We encourage you to add your own, and especially to respond to participants' comments.

(The practical exercise is adapted from the Antonio and Ali activity from the *Education Pack "All Different – All Equal"*, Second edition, Council of Europe. Ljubljana, 2004. Available at: [https://www.varuh-rs.si/fileadmin/user\\_upload/PRAVNE\\_PODLAGE/Mednarodne\\_konvencije\\_-\\_Svet\\_Evropa\\_-\\_DRUGO/ECRI/Izobrazevalni\\_prirocnik\\_-\\_Ideje-pripomocki-metode\\_za\\_medkulturno\\_izobrazevanje.pdf](https://www.varuh-rs.si/fileadmin/user_upload/PRAVNE_PODLAGE/Mednarodne_konvencije_-_Svet_Evropa_-_DRUGO/ECRI/Izobrazevalni_prirocnik_-_Ideje-pripomocki-metode_za_medkulturno_izobrazevanje.pdf).)



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