ACTIVITY Booklet

YOU get competencies!
Section I- My representation of the world of jobs & labor market.

The first section of the booklet contains three activities with the topic *My representation of the world of jobs & labor market*. The activities are connected with a set of cards representing jobs, called *KIWI* cards. The objective of these activities are mostly focusing on skill recognition, job differentiation and relation in between jobs. The cards and the activities were conceived by the New Zealand Career Education. (Kiwi Cards activity guide, Careers New Zealand, 2009).


*For skill definition we recommend to use the following resource:* [http://skillsmatch.eu/soft-skills-definitions/](http://skillsmatch.eu/soft-skills-definitions/)

**1st activity - Energizer (10 minutes)**

*Instructions:*

For groups with at least 8 participants.

1- Each person has to choose a Kiwi Card on the table that represents the job they would like to do.

2- Then, ask them to go around and to exchange his/her card with a card from another person that has some “skills connections” (some specific skills in common).

3- Ask them to change his/her cards as many times as possible with other participants.

For smaller groups or individuals: Ask your participants to choose a Kiwi Card on the table that represents the job they would like to do. Then, ask them to take as many cards as possible that represent jobs with some “skills connections”.

*Debriefing:* understand that there exists connection and similarities between some jobs and that reorientation is possible when needed.

**2nd activity - Who Am I?**
Objectives

- Participants identify jobs from information about the key skills and activities associated with them.
- Participants identify some of their own skills and some of the activities associated with them.
- To be aware of the differences and complementarity between soft skills and hard skills.

Preparation

Make the participants aware about what soft skills means before starting the activity.
Kiwi cards and watch for timekeeping.

Instructions

1- Split the participants in pairs.

2- By pair, give to the participants a Kiwi Card and tell them not to show it to anyone else. Tell the participants to spend a few minutes thinking about what job their card represents to them and to write five to ten soft skills which are necessary to do this job. Ideas could include putting on appropriate clothes, using necessary tools or equipment or interacting with other people. Select a person to be a timekeeper.

3- Each pair has one minute to act out their job. The rest of the group has to guess what the job is. Once the group guesses, the pair will share the skills they selected for this role play. If they don’t guess the job correctly, the pair of participants will tell them what skills they were acting on. The facilitator can then ask the whole group ‘What other skills could they have acted?’

4- At the end, you can ask the group which jobs were the hardest to act and to guess, and why. You can also open the discussion about if they agree or not about the skills chosen by the previous groups for the connected job.

Questions for self-awareness

- What are three skills that you have?
- What skills would your friends and family say you have?
- What are some examples of how you have demonstrated those skills?
- Which of the jobs we acted out today demonstrated some of your skills?

Concluding statement

There are lots of different skills in jobs; some are common to many jobs and some are specialised and particular to certain jobs.
Extensions

The participants could also have a list of competencies to tick, then the facilitator would add the missing (not evident) competencies, ask to highlight the 5 most important skills, and then the 5 less important skills required for the work.

3rd activities - The Changing World of Work

Objectives

- Participants increase their awareness of how the world of work changes.
- Participants understand the importance of ongoing learning to people in this changing world of work.
- Participants will be aware of the fast development of technology, labor market and the need to train themselves and to be updated.

Preparation

- Chart or board prepared with three columns: Past, Present, Future
- A4 papers.

Instructions

1. Give each participant (or pair) a randomly selected Kiwi Card and ask them to divide an A4 piece of paper into three columns, with headings: Past, Present, and Future

2. Tell the participants to think about what job their card represents to them and what kinds of technology would be used in this job. Get them to record their answers in the Present column.

Ask the students to consider how this job may have been done differently in the past. (Give a time frame, eg. when their grandparents were working or their parents were their age.) They record their ideas in the Past column.

Ask students to predict whether this job might change in the next 10-50 years? If they think it would, then what would those changes be? Participant write the changes and the reasons for them in the Future column.

3. Ask participants to feed back with their job title and the changes they have noted and predicted.
4- Discuss what has caused the main changes in jobs. (Responses might include internet, computers, changes in the environment and/or the economy, eg. the need for more economical and more environmentally friendly vehicles.)

Questions for self-awareness

- What technology do you use? (eg. cell phones, computers, i-pods, digital cameras)
- What have your technology skills helped you with in your daily life? (eg. communicate with friends, research for school work)
- How does technology help your family in your home?

Concluding statement

The world of work is constantly changing due to changes in technology, the environment, and the economy. We can keep up with these changes by being prepared to learn new things and complete further education or training.

Additional document(s)
The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Section II - Gender stereotypes, a center of discrimination

One of the most important issues in terms of finding a job are gender stereotypes in connection with a choice of orientation and professions. This discrimination based on sex can lead to occupational segregation.

The distribution of men and women in the professions is not the simple reflection of the educational and professional orientation choices of individuals. Already at school, girls, despite better academic results in most subjects, are moving into areas with less employment potential than boys.

Second, in the professional world, women do not hold the same positions as men. In most cases, this sexual division of labor is not a matter of choice for women: they indeed face several obstacles in accessing it. The following activities in SECTION II are designed to try to work on these obstacles and gender discrimination with young people or professionals to allow women and men to choose their profession without this stereotypical construction.

1st activity - Influence of stereotypes in the advertising on the career orientation of youth from childhood (25 minutes)

Objectives

- To deconstruct everyday gender stereotypes to fight against the obstacles they generate in the professional choice of young people
- To work thanks to the image on the feelings in front of sexist images of everyday life
- To bring out the place of stereotypes in the identity construction of youth who are confronted with them from childhood

Preparation

Images representing sexist photos and advertisements (You can find images on Instagram: @casual_sexism @lettoysbetoys or in a toys advertising magazine)

Instructions

1- Select images before the activity to print and place on a table or on the floor with a number on it. These photos show gender stereotypes in everyday life (toy advertisements, advertising with a hypersexualization of women, sexist advertisements, pink and blue objects, etc.). It is necessary to have at least 10 images to give choice, and more if the group has a large number of people.

2- Ask participants to choose the photo that annoys them the most from the list by looking at all the
photos and each to define the number of the photo that annoys them the most.

3- Distribute the young people according to the images they choose (if they have chosen the same ones, put them in the same group) so that they are as much as possible in the same theme but it is not an obligation.

4- Each group debriefs on the following questions:
   - Why is it this photo that annoys me the most?
   - How do I feel when I see this photo?
   - What impact can this image have on the perception that we can have of men and women?

5- Following these exchanges, each group gives feedback to the others on the discussions that were made around their pictures.

**Questions for self-awareness**

- What is the intention of the persons who made those advertising: financial interest? Humor? Reinforcement of prejudices in order to induce expected behaviors?
- What is the relevance of this message?
- What attitude should be adopted?
- What’s the impact on the youth?

**Concluding statement**

It is necessary to remember from birth that boys and girls are conditioned. A girl is expected to be well-behaved, discreet, like a future princess. And little boys are taught to behave like superheroes, to have power over things.

**Extensions**

This activity can also be done only with toy catalogs and women’s magazines where participants choose the photos that annoy them the most themselves.

**2nd activity - Which skills for which job? (20 minutes)**

**Objectives**

- To enable youth to identify their skills and deconstruct stereotypes about jobs.
- To reflect on skills related to trades and their cross-functionality in each profession mentioned,
whether it is initially considered as female or male

Preparation

Skills table (additional documents)

Instructions

1- Distribute a list of skills to the participants.

2- Divide them into subgroups of 2 or 3 persons and ask them to divide the skills for each proposed occupation: nurse, social worker, mechanic, computer scientist. They can use a maximum of 10 competences per job. To divide them, they can use a color according to each skill or put a symbol identified upstream for each profession (for example: nurse = a cross symbol). Skills can be assigned to multiple occupations.

3- The group must agree during the exchanges. When the subgroups have finished, the facilitator brings two groups together and asks them to compare their choices.

4- Ask finally each participant to select their skills from the list and then ask them which occupation best corresponds to them if we follow the ranking of skills that the group established earlier.

Questions for self-awareness

- Was the choice easy? Why?
- Did you choose the same skills with the other group? What were the similarities and differences?

Concluding statement

Skills are not gender or profession specific, they may be needed in many jobs.

Extensions

The skills can be determined before by the young people during a brainstorming about all the essential qualities to hold a job.

Additional document(s)
**3rd activity - List of inventions game (15 minutes)**

**Objectives**
- To make youth aware of the common place of women and men in the history of inventions.
- To deconstruct the clichés on the creation of certain objects
- To recall the place of women in the social innovation of everyday objects

**Preparation**
A small object to grab during the game and “List of inventions in history” (additional documents)

**Instructions**
1- Propose a list of inventions and ask the youth to say whether it was a man or a woman who created each invention. Ask them to explain their choice.

2- Make two teams to make the quiz more interactive. Give the name of the invention and ask the teams to come and grab an object in the middle of the room (a cardboard glass, a pencil, etc.) to answer the question and define whether the invention was invented by a man or woman.

3- The team scores a point if they find the correct answer.
Questions for self-awareness

- Did any of the answers surprise you?
- Did you think that so many inventions of our daily life were created by women?
- Do you find that men are more prominent in our history learning?

Concluding statement

Women have been present in the construction of society and its everyday objects. Plus, not all household inventions were created by women.

Extensions

It may also be possible to do this to highlight historical women who have been forgotten in history (the first president, the first woman in university, etc.). For more interactivity, it is also possible to show the images of inventions instead of saying it orally.

Additional document(s)

<table>
<thead>
<tr>
<th>WOMEN</th>
<th>MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babyliss</td>
<td>Roger Lelièvre and Roger Lemoine (1956)</td>
</tr>
<tr>
<td>Cobol computer language</td>
<td>Grace Hopper (1959)</td>
</tr>
<tr>
<td>The vegetable mill</td>
<td>Jean Mantelet (1932)</td>
</tr>
<tr>
<td>Echography</td>
<td>Ian Donald (1958)</td>
</tr>
<tr>
<td>Bra</td>
<td>Herminie Cadolle (1889)</td>
</tr>
<tr>
<td>Nuclear fission</td>
<td>Lise Meitner (1939)</td>
</tr>
<tr>
<td>Tupperware</td>
<td>Earl S. Tupper (1945)</td>
</tr>
<tr>
<td>Polonium</td>
<td>Marie and Pierre Curie (1898)</td>
</tr>
<tr>
<td>Radio immunology</td>
<td>Rosaline Yalow (1977)</td>
</tr>
<tr>
<td>The corrective white</td>
<td>Bette Nesmith (1956)</td>
</tr>
<tr>
<td>The syringe</td>
<td>Laura Adams (1881)</td>
</tr>
<tr>
<td>The dishwasher</td>
<td>Joséphine G. Cochran (1886)</td>
</tr>
<tr>
<td>Decaffeinated coffee</td>
<td>Ludwig Roselius and Ferdinand Ringe (1905)</td>
</tr>
</tbody>
</table>

4th activity - Forum theater - Gender role playing (Between 30 and 40 minutes)
Objectives

- To allow young people to put themselves in the shoes of a youth who has chosen an unusual profession for his or her sex and to allow them to react and argue about the difficulties encountered.
- To discuss the difficulties of freeing oneself from gender stereotypes in the professions.
- To highlight the importance (and sometimes the obstacles) of parents in the choice of orientation.

Preparation

Papers with scenarios (additional documents)

Instructions

1- The youth must play a role suggested by the facilitators (see examples below).

2- The facilitators invite a volunteer to "play" the role of a youth who chooses an educational path that is atypical for his or her gender and who must announce this to a parent, played by another person. She/He has the possibility to choose between 4 characters (2 girls, 2 boys) presented through a short description. The youth must then announce to the "parent", his/her choice.

3- Two other people in the group volunteer to be both parents. It is just indicated to them that the person in the role of their child will announce to them a decision on his professional orientation. The facilitator gives the three people a few minutes to prepare their arguments before starting the scene.

4- The theater scene begins when they are ready. The other participants form a circle around the stage (it is easier to position chairs / tables for more realism).

5- During the scene, the goal is that when other persons (outside the stage) have ideas for arguments, they come and touch the shoulder of the one who was acting and take his/her place in the scene.

6- After the role-play, the facilitator comes back to the feelings of the protagonists and exchanges with the group.

Questions for self-awareness

- What struck you in this scene?
- What was difficult to play in the theater scene?
- What were the arguments for you on both sides? Do you understand them?
- For you, did parents have a place in your choice of orientation? How?
Concluding statement

It is sometimes difficult to choose your orientation with all the obstacles and gender stereotypes of certain professions.

Parents can have too important a place in the choice of orientation of young people

Extensions

Participants can themselves choose the themes of the scenes according to their experience or the stories they have heard in their entourage.

Additional document(s)

Section III - DISCRIMINATION IN HIRING

Discriminating situations in employment and guidance are everywhere and can affect a very wide variety of people. In this third part we will deal in a general way with the different types of discriminations that several types of public can suffer, the realization of these activities can be tools to become aware of the diversity of the profiles which can be concerned by these discriminations. The objective is to be able to raise awareness of these inequalities while seeking tools and solutions to work on and reduce them.
1st activity - The walk of discriminations in employment (30 minutes)

Objectives

- To become aware of the discrimination that everyone can suffer depending on their economic and social situation
- To question the importance of everyday obstacles and in connection with our family context in a job search
- To reveal the degree of difficulty that young people may encounter in getting a job

Preparation

- Table of situations for each person
- List of affirmations for the activity

Instructions

1- The facilitator randomly gives one situation (a square in the table) for each person present. Participants must keep their situation anonymous during the activity.

2- The participants all start from the same starting line, the activity must be done in a large enough room or outdoors.

3- The facilitator reads aloud the statements from the list provided. If the participant thinks that he is concerned by this statement, he takes a step forward, otherwise he stays in his place. This part is carried out in the same way until the end of the game (without comments or exchanges for the moment).

4- At the end of the list of statements the facilitator asks the group the following questions:

   * How did I feel? For the people at the back?
   * How did I feel about your character?
   * What statements did you hesitate about? Why?
   * How did it feel to see others move forward?
   * What struck me the most?
   * What would you do to fight against this discrimination if you were in this situation?
   * And you, where would you be?

5- Finally, the discussions can also continue around solutions that can be brought to try to reduce these differences between situations

Questions for self-awareness

- What were the highlights of this activity for you?
• Did you imagine such a gap in the barriers to employment depending on the social situation of people?
• Do you feel concerned by these obstacles? (be careful, this question must be treated with caution depending on the audience, and in small groups to facilitate speaking)

Concluding statement

Access to employment is difficult for young people and society is not egalitarian in this research, solutions are however possible collectively so that this fact is not inevitable.

Extensions

For even more visibility of inequalities, it may also be interesting to do this activity on a staircase to enter the differences even more striking.

Additional document(s)

Number 1 - List of affirmations

• I had ease in high school when I was younger
• I have a calm and appropriate environment to work from home
• I know where to look for job offers
• I know how to write a cover letter and a CV
• I am very organized for my spontaneous applications, I have an Excel file that I fill out every day
• I am comfortable stating my professional skills
• I can easily prepare for a job interview on my own
• I am comfortable with the idea of going for a job interview
• It's easy for me to do an online video interview at home for a job
• I have a large professional network thanks to my family
• I have confidence in my abilities to find a job
• I can easily talk about my hobbies during an interview
• I am comfortable negotiating my salary
• Finding a student job was very easy for me
• I never felt discriminated to find a job

Number 2 - Table of situations

<table>
<thead>
<tr>
<th>My name is Juanita, I am 21 years old and I came to Europe on my own from India AND I am fluent in English,</th>
<th>I am 25. I have just arrived from India and I am finishing university this year. I just took an</th>
<th>My name is Sandra. I am finishing university this year. I just took an</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th><strong>Haiti to settle down and try to find a job. I live in a social home.</strong></th>
<th><strong>French and SPANISH. My father is an engineer and my mother is a stay-at-home mom.</strong></th>
<th><strong>apartment with my girlfriend with whom we have a ROCK band.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am George, I am 26 years old. I have dual American / French nationality. I have lived in the United States for 5 years and now have two children.</strong></td>
<td><strong>I’m 18 years old. After high school I decided to become a volunteer to take the time to choose my future orientation. My parents support me in my choice and are very present for me.</strong></td>
<td><strong>I am the daughter of the director of PORTUGAL’s most prestigious banking agency. I study economics at university.</strong></td>
</tr>
<tr>
<td><strong>I am the son of a Chinese immigrant who runs a successful fast food restaurant business in Greece. Following an accident, I am in a wheelchair.</strong></td>
<td><strong>I am the 19-year-old son of a farmer in a village cut off from all public transport in northern Martinique.</strong></td>
<td><strong>My name is Carla and I worked at MacDonald at the same time as university to pay for my studies, unfortunately I had to stop during my masters since I could no longer attend classes and go to work at the same time. I no longer want to work in fast food but I also do not know what job I am looking for without studies</strong></td>
</tr>
<tr>
<td><strong>My name is Julie, I am 21 years old and I came to study in Portugal to study marine biology. I am also a tattoo fan, I have a lot of them all over my body.</strong></td>
<td><strong>My name is Elia, I am a 24 year old undocumented woman from GUINEA and I live with my sister with her 4 children</strong></td>
<td><strong>My name is Jean and I have been a job seeker for 2 years. I studied management and cannot find a job.</strong></td>
</tr>
<tr>
<td><strong>I am 25. I repeated 3 times my last year IN HIGH SCHOOL. I have a lot of friends and I love STAYING IN THE NEIGHBORHOOD. I live with my single mother who has two jobs. I think</strong></td>
<td><strong>I am 26 years old and with my husband we are refugees FROM SYRIA. We arrived in France two years ago. We don’t speak French well and WE LIVE in social housing.</strong></td>
<td><strong>My name is Naomie and I am 26 years old. I am looking for an internship to gain experience. I do athletics and dance, every night I have an activity.</strong></td>
</tr>
<tr>
<td>My name is Christian, I am 27 years old. My father is an ingénieur and he wants me to become one too. He pushes me daily in my studies, I am also the first in my class.</td>
<td>I am 24 years old and after 2 years of university in accounting management I was unable to find a job in my sector here, so I decided to go volunteering in Spain where I then stayed to work in the restaurant business.</td>
<td>I am 20 years old and I did not study after graduating, for 2 years I have alternated between jobs in a temp agency and trips during my periods of unemployment.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>I am 21 years old and I am a young Greek woman with a 2 year old little girl. I am studying communication.</td>
<td>I am 23 years old and after training in mechanics I moved to Canada to work. I have developed a great network of friends here.</td>
<td>My name is ALAN and I failed to pass my graduate after high school two years ago, since then I have done civic service which has given me a lot of skills.</td>
</tr>
</tbody>
</table>

### 2nd activity - Silent debate about barriers to employment (45 minutes)

**Objectives**

- To exchange only through the written word around the obstacles young people face to employment today
- To identify through collective intelligence the different elements that can be a difficulty in finding a job for young people
- To use the group’s findings to determine targeted solutions to the problems identified

**Preparation**

One large sheet per group and different colored markers

**Instructions**

1. The facilitator creates sub-groups of 3 or 4 people who will each have to write a sentence in the middle of the sheet on which they will discuss silently. The sentence written on the sheet: “**What are the obstacles to finding a job for young people today?**”

2. The goal of the process is that all the debate is done only by writing (it is not allowed to speak between the members of the group). Everyone brainstorms on the sentence indicated in the way they want in the
group. When a person agrees they can put a sign (smiley, + sign, ...) to signify their agreement or the opposite. The interactions, instead of being oral, are all written.

3- When all the groups have finished their written exchanges, each sheet must turn to another group and arrive within another group which will then have to give answers to their exchanges. The goal is then to collectively think about solutions to bring to the elements which emerged in another group. To indicate their ideas and possible answers, the participants of the new group can discuss this orally and write on the same sheet the answers they wish to add.

4- At the end of the discussions around the solutions, each sub-group presents to the rest of the group the various exchanges on the sheet that they have received and the solutions they have found to try to answer them.

Questions for self-awareness

- Was it difficult to exchange only in writing? Or simpler to promote debate?
- What are the obstacles that seem to you the most comic for young people today? And for you?
- Was finding solutions complicated? On which themes?
- Do you think you can use these elements to facilitate some research?

Concluding statement

Even if the obstacles can be numerous in the search for a job, there is a great diversity of solutions to be tested or of possible resources.

Extensions

Following the proposal part, it is possible to continue with the same group on the creation of a booklet of recommendations (imaginary or real intended for political decision-makers) to improve the employment situation for young people.

3rd activity - Pictures and stories workshops (1 hour)

Objectives

- To better understand the discriminations and to face the judgement
- To use imagination and teamwork about a discriminated subject
- To make the participants transforming bad feelings into forces and try to find solution for the victims of discrimination

Preparation
Instructions

1- In groups of 3 or 4 people, the participants receive an image of a discriminated person.
2- Then, they will have to imagine his/her life and what difficulties this person can face in the job area, at hiring, but also in her/his personal life.
3- After the participants have created the life of their images, we distribute stories linked to the 4 cases. With the information they created and the one we give them, they have to imagine themself into the skin of the person, and think about how they would react if that situation happened to them.
4- After brainstorming by group on the situation and the problem, they have to create a theater play (5 mins maximum) where they play the situation written in the text, and they show how they react to this. They can do whatever they want, we want their imagination to be really stimulated. The main goal is to turn a negative situation into a positive one.
5- Each group plays the theatre scene that they have created (5 mins play) and we ask the spectators what they thought about this, if they have any other ideas to add to fight this situation.

Questions for self-awareness

- What exactly can discriminate against a person at job hiring?
- How did you feel in that situation?
- How can you react to transform this situation into a positive one?
- What actions can be done to fight this discrimination?

Concluding statement

There are different forms of discriminations. One person can have a thousand different stories. This workshop can help the participants to face stereotypes. For example, this white man seems to have no problems but in fact, he is discriminated against. We never know people’s lives through a picture, a physical appearance.
Maybe this workshop can also help them to have a reflection on themselves, if they have faced discrimination before. It can also be a good way to open the discussion about their own life and their own problematic situation.
The part where we ask what actions can be done is essential to show to people that whatever difficulties they will face in their life, there is always a solution and some people to help them. They are not alone.

Extensions

The images can be modified according to the audience. It can also be interesting to ask the young people (always in groups) before the activity to look for the image of a person who is discriminated against in their opinion, to see what types of people they will choose and based on their own images.
Additional document(s)

Number 1 - Pictures

The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
1) “You don’t have any diploma. A promotion is proposed to you and your colleague who is 27 years old, has a master degree, and has been in this company for 2 years. He gets the promotion. When you go to ask why you didn’t have it, your boss tells you that your colleague has a diploma, so he can trust his work more than yours.”

2) “The Covid period obligates your boss to fire one employee of the staff, for economical reasons. You are the one fired. When you go to ask why you and not another one, your boss answers that he wants to give a chance to the new employee that has been here for 6 month.”

3) “You’ve always worked in kindergarten, and you are loved by the kids. One day, a mother comes to your work to accuse you of maltreatment on her daughter. She says that she discovered injuries on her body. You are shocked by this accusation and explain to the mother that she probably injured herself by falling down. She answers that it’s sure it’s you because of your tattoos and your dress style.”

4) “You are looking for a job. You have an interview with a company which goes really well. You think you have your chance to get the job. One week later, the boss calls you to say that you don’t have it, someone else has been chosen. You ask why, and he answers that he doesn’t have the adapted material for your situation, so it will be easier with the other candidate.”

4th activity - Open discussion about discriminations (30 minutes)

Objectives

● To create a safe space for participants. Here they can talk about their experiences without any judgment.
● To realize that they are not alone and that they can ask for help at any time.

Preparation

Papers and pencils

Instructions

This activity is to be carried out following the previous activity to create a space for exchanges between young people, it can be a good support to talk about the personal experiences of young people.

1- Each participant can write anonymously on the discrimination on a piece of paper. They can talk about discrimination in their personal life or in the professional field. They can also talk about a friend’s experiences. It is possible to ask a few questions to help them: Why do they think they have been confronted with this? How did they deal with this? If they would do something different if it happened again?
2- Then, if they agree and feel safe, we can shuffle the papers and pick one at random to discuss what's written on it. This can open the discussion and allow people who wish to react to this situation.
Questions for self-awareness

- How did you feel sharing the stories?
- What can we do in situations like this in the future?

Concluding statement

The participants will see that they are not alone. They will be able to find a safe space to talk. And, maybe with this discussion, they will be able to find more motivation to face these discriminations. To transform what they think is a “weakness” into a real strength.

5th activity - Online quiz about discriminations in Europe (25 minutes)

Objectives

- To understand the different dynamics of discrimination in hiring in Europe
- To exchange views between young people on the situation and the weight of certain obstacles to work

Preparation

- A computer, a projector and one smartphone per participant
- List of questions

Instructions

1- Play the kahoot quiz (you can create a free online account on the site https://kahoot.com)
2- Give some explanations and comments on each question (additional document)
3- At the end of the quiz, you offer a small gift to the winner

Questions for self-awareness

- How did you feel sharing the stories?
- What can we do in situations like this in the future?

Concluding statement

This quiz concerns discrimination in hiring in the European Union. They can therefore think about it, find out more about the topic and therefore become aware of the employment situation in connection with several forms of discrimination. It is a good tool to promote debates and exchanges between them.

Additional document(s)
1) When was the first law concerning gender equality in the job area created?
- 1970
- 1926
- 2002
- 1944

2) If you have faced discrimination in your job area you can seize the national authorities and courts?
- True
- False

3) What kinds of acts constitute discrimination?
- Disparate treatment
- Harassment
- Disparate impact
- All of the answers

4) What is the percentage of unemployment for people with disabilities in developing countries?
- 60-70%
- 20-30%
- 80-90%
- 40-50%

5) The people who have disabilities have the right to ask for logistic arrangements in their working place?
- False
- True

6) According to European law, which of those characteristics are discriminating?
- Taste
- Sexual orientation
- Clothes
- Past

7) Concretely, what does the European Union do to fight against discriminations?
- Legislation
- project financing
- conducting research to raise awareness (awareness campaign)
8) In 2016, what was the percentage of discrimination against people with African origins?
   - 5%
   - 30%
   - 14%
   - 50%

9) Every year, the EES (European Employment Strategy) is asking European countries to provide an action plan to fight against discrimination in the job area.
   - True
   - False

10) What can you do if you are witness of discrimination?
    - Denounce what you saw to authorities
    - Talk with the victim
    - All of the answers
    - Talk with the actor of discrimination

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Number 2 - Comments for every questions

**Question 2**
According to the European Union, you can also ask for help and advice to understand what you can do to make others respect the legislation. There is one national equality body in each member state and they have an independent assistance to victims of discrimination.

https://op.europa.eu/fr/publication-detail/-/publication/e8e452f2-7076-11e9-9f05-01aa-75ed71a1/language-fr/format-PDF/source-103424232

**Question 3**
Disparate impact is when an employer engages in disparate impact discrimination by enforcing a rule or practice at work that appears to apply equally to all people, but actually ends up disadvantaging people with certain protected personal characteristics. Examples include: a written test that is not related to job requirements but in the end, excludes almost all people of a certain race or national origin; lifting requirements that have nothing to do with job duties but in the end, exclude almost all women or older workers.


**Question 4**
80-90% in developing countries, 50 to 70% in industrialized countries


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Question 5)
According to the European Union, they can absolutely ask for an elevator, an appropriate office furniture, a bigger screen, flexible working hours, teleworking, and, also they can ask for actions in order to sensibilized their colleagues
https://op.europa.eu/fr/publication-detail/-/publication/e8e452f2-7076-11e9-9f05-01aa75ed71a1/language-fr/format-PDF/source-103424232

Question 6)
Every characteristic can be a reason to be discriminated against, but unfortunately it’s not yet in the law. There are 5 types of discrimination written in the law: ethenical and cultural, sexual orientation, age, handicap, religion or conviction.

Question 7)

Question 8)
Study based on 6 000 people. The law to fight against ethnical discrimination was created nearly 20 years ago, but there are still a lot of inequalities and stigmatisation.

Question 9)

4th activity - Collective role theater (1 hour and 45 minutes)

Objectives
● Discuss issues around discrimination through improvisation situations
● Reflect on our behavior in or outside a situation that reflects discrimination

Preparation

Role cards (additional documents)

Instructions

1- Explain to the participants that they will be role playing a series of interviews for different jobs. Ask for:
  * 4 volunteers to play the employers who are going to do the interviewing
  * 4 volunteers to be the applicants.
  * 4 volunteers to support the employers.
  * 4 volunteers to support the applicants.

If No one volunteers we will create 4 groups of five and then inside the group they must decide what role is assumed. (1,2,3,4)
2- Hand out the role cards and tell them that the information on the cards is confidential. That they should find a place outside to work and prepare their roles in pairs. Give them 10-15 minutes to prepare. After the group leaves the room, arrange the space as follows: dispose the chairs in a U and put a table and 2 chairs in the middle of the room.

3- After 10 minutes you must ask for the friends of the applicants to come to the room, and distribute their instructions. Ask them to choose a place to sit and wait for the group to start.

4- After that you must meet the employer's friends and give the instructions to them. Tell them that after they enter the room they choose a place to sit, and to wait in silence for the role playing to start. The 4 groups prepare for the interview and each take their turn in front of the whole group, the employer and the candidate facing each other.

Questions for self-awareness

- How did you feel during the simulation?
- How well do you think you coped with your role?
- What was the most difficult thing?

First ask the Applicants, then to the Employers, next you go to the Friends of the applicants and finally to the Friends of the employers.

- Could these situations happen in real life?
- Did the interviewers show respect and consideration for the people they were interviewing? Why?
- At any moment did any of you feel like you would like to interfere in the course of the action?
- Who do you think was hired? The ones that were sitting after the interview on the circle or outside?
- Do you know anyone who has experienced discrimination – of any kind – in applying for a job? Have you ever experienced anything like this yourself?
- How can we work to change discriminatory attitudes in society?

Concluding statement

Discriminations are present in many situations. External people can accompany and support your desire to have your rights recognized.