



AT THE CROSSROAD  
OF INEQUALITIES /  
DISCRIMINATION

PRACTICAL  
EXERCISE

# *Evening news*

**Group size:**

any, at least eight participants

**Duration:**

70–90 min (depending on the number of participants)

**Requisites for the practical exercise:**

- printed story
- larger sheet of paper
- pen

**Type of practical exercise:**

team game

**Methods used:**

role-play, group reflection, critical thinking

**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 *Evening News* is to explore with the participants how different people interpret the same events differently. The practical exercise aims to encourage a broader view of the world, in which the participants will understand the importance of different identities we have as individuals and their intersections. The practical exercise will help participants understand how reporting becomes biased. They will realise that our perceptions can be distorted. They will be better equipped to critically evaluate media coverage. The participants will come to understand that an individual who is discriminated against due to several personal characteristics/ circumstances or identities at the same time cannot be treated simply as a “sum of discriminations”, but through a new reality that is established at the intersection of discriminations. They will learn about the role of the media, which can deepen discriminations.



## Do you know?

The media and media reporting play a key role in shaping public opinion and can have a strong impact on the perception and understanding of intersectional discrimination in society. Intersectional discrimination refers to the intersection of different forms of discrimination, such as racism, sexism, homophobia, transphobia, ableism and others, which affect individuals in complex and interconnected ways.

The media can influence this dynamic in several ways:

- **Emphasising or neglecting issues:** The way the media selects and presents topics can influence which issues gain visibility and which remain ignored. Emphasising certain topics can help illuminate problems of intersectional discrimination, while neglecting them contributes to further marginalisation of affected groups.
- **Representation:** The representation of individuals and communities in the media affects the public visibility of these groups. A stereotypical or one-dimensional representation can reinforce prejudice and discrimination, while diverse and multifaceted representations help build understanding and empathy.
- **Language:** The language used by the media in reporting can contribute to stigmatisation or promote respect and understanding. Using derogatory terms or inaccurate generalisations can be harmful, while carefully chosen language can help reduce stigma.
- **Narratives:** The narratives told by the media shape the understanding of the complexity and humanity of all individuals. Focusing on narratives that highlight struggle and resilience in the context of intersectional discrimination can help reveal systemic problems and foster solidarity.
- **Accessibility and inclusion:** The people who have access to the media, either as creators or as subjects of reporting, affect which perspectives are represented. Including voices from marginalised communities in media coverage can help highlight and address intersectional discrimination.
- **Influence on policies and decision-making:** Media reporting can influence public policies and decision-making by highlighting issues of intersectional discrimination and mobilising public support for change.

Nevertheless, it is important to recognise that the media and its role are evolving rapidly, especially in the age of social networks, where the lines between content creators and consumers are becoming increasingly blurred. This brings new challenges and opportunities for addressing intersectional discrimination.



## Practical exercise plan

- Before the practical exercise, print out the outline of the story to be acted out by one group. Suggestions for such stories are found below, but you can come up with your own. The event can be real or fictional; the important thing is that it deals with the conflict of two or more groups or people who belong to different cultures, lifestyles and have multidimensional identities.
- Split the participants into two groups. One group will act out the story and the other group will represent the journalists.
- Give the story description to the actors. The participants should divide the roles among themselves and decide how they will briefly act out the story (enact the conflict). They must include both main characters from the story, but they can determine additional roles by themselves. During this time, the group of journalists should be far enough away from the actors or outside the room.
- While the actors are preparing, talk to the group of journalists. For each journalist, specify which media company employs them, for example conservative, liberal, yellow, as correspondence of foreign newspapers, a media agency for expats, the LGBTQI+ community, persons with disabilities or parents, etc. Explain to them that they must report according to the assigned media agency. If necessary, explain the characteristics of individual media agencies to the participants.
- When the actors are ready, have them enact the event to the another group, acting out the roles of TV journalists reporting on the event.
- When the play is over, have the journalists leave the room. They have five minutes to think about what they have seen and to mentally prepare a piece for the evening news. They are not allowed to write anything down and they are not allowed to talk to each other.
- Then have them come into the room one at a time. Each journalist has three minutes to present their "report".
- Record each report or the journalist's main points on a large sheet of paper. This should not be visible to the journalists.
- Journalists who have already presented their report may stay in the room and listen to the others, but may not comment on their presentations. In this way, the participants do not influence each other and do not adjust their reports to those already presented. When all the journalists have presented their reports, you can reveal the summary sheet.
- Invite the participants to a circle for a discussion. 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

### Questions for the journalists:

1. *What was the easiest thing to report?*
2. *What was the most difficult?*
3. *What did you do when you didn't remember something exactly?*

### Questions for the actors:

4. *Did the journalists leave out anything important in their reports?*
5. *Did they portray the event accurately?*
6. *Did the journalists include all your identities?*
7. *What do you wish people knew about one of your identities, situations, or flaws of your role? Have the journalists properly presented this? Did you even manage to show it?*
8. *Did you have problems getting into the role? What kind? Why?*

### Questions for the everyone:

9. *How did you feel during the game?*
10. *Did any combination of personal characteristics/circumstances of any of the roles surprise you? Why?*
11. *Was any role privileged because of personal characteristics/circumstances or a combination of personal characteristics/circumstances? Were you aware of it?*
12. *What were the differences between the reports? Did different "views" influence the reporting? In what way?*
13. *What influence do media owners, advertisers, connections with political parties and similar factors have on the selection of news and the manner of its presentation?*
14. *What do you expect from the news – just reporting on the event or also a commentary?*
15. *Is it usually clear from media reports what is fact and what is commentary?*
16. *Which role involved a new reality of discrimination because of the intersection of different discriminations?*
17. *In your opinion, how reliable are the news we see on TV?*
18. *What did you learn or realise in this practical exercise? How will you use the acquired knowledge in your everyday life?*
19. *How can this practical exercise help us better understand intersectional discrimination?*



## Advice for the youth worker

- The practical exercise is most optimal if it is carried out in a group of up to 12 participants. This allows all participants an opportunity to express their opinions, and journalists' reports are not repeating too much.
- If you have a larger group, try to split it into smaller groups and do the exercise separately for each group. You can also prepare multiple stories.
- If possible, we recommend that you spend more time on this practical exercise. Allow extra time for in-depth discussion. The more participants you have, the more reports there will be. The larger the group, the more time you should spend on the discussion. This will allow all opinions to be heard.
- The discussion questions listed are for assistance and guidance only. We encourage you to add your own, and especially to respond to participants' comments.
- You can also discuss how the conflicts in the story could be resolved. To help out, we have prepared a handout for youth workers, which you can find below.
- 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.).
- You can liven up the game with a wide frame that represents a TV, and you can hand the journalists some object that resembles a microphone. You can also include "static roles" such as cameraman, make-up artist and spectators.

(The practical exercise is adapted from the Making the News 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))

# ***EVENING NEWS – stories for actors***

## **A DISPUTE IN THE WORKPLACE**

**Saša and Kali work in a multicultural work environment where they are exposed to intersectional discrimination, each for their own reasons. They find themselves in conflict due to different perceptions and assumptions related to their identities.**

**Kali** is a woman of African descent who is also Muslim. She faces intersectional discrimination at work, including racism and Islamophobia. She often feels like she has to prove her abilities more than her male colleagues, and is subjected to stereotypes that affect both her career and her day-to-day interactions in the office.

**Saša** is a transgender man who recently started transitioning. As a transgender person, he faces transphobia and misunderstanding of his identity, which includes discrimination that can range from covert microaggressions to outright rejection of his presence in traditionally 'masculine' spaces or company roles.

### **Conflict:**

Conflict develops when Kali expresses displeasure at how certain religious practices (which Saša mistakenly attributes to Kali) affect the work environment, which Saša perceives as a direct attack on her transgender identity, saying such comments are disguised transphobia. Both persons experience their conflict through the prism of their own experiences with discrimination, which can make it difficult to understand and empathise with the other person's experience.

# ***EVENING NEWS – stories for actors***

## **A DISPUTE REGARDING A JOINT PROJECT**

**In the university environment, two students, Mojca and Romi, experience their own forms of intersectional discrimination, but find themselves in conflict due to their conflicting views and experiences. Will they be able to work together on a joint project?**

**Student Mojca** is from rural Slovenia, and comes from a low-income family. At a university in a larger city, she faces challenges related to her socio-economic status, such as difficulties in financing her studies, accessing study materials, and adjusting to a new environment that is quite different from her hometown.

**Student Romi** is a member of the Roma community in Slovenia. In addition to discrimination based on ethnicity, he also faces stereotypes and prejudices that affect his academic and social life at the university. His experiences with discrimination and exclusion are complex, as they include both ethnic and socio-economic dimensions.

### **Conflict:**

Conflict occurs when both are participating in a group project and need to agree on how to do their work. Mojca wants to work in the library, as she does not have an undisturbed environment or adequate equipment for studying at home, while Romi expresses the need for flexibility in meeting and working on a project due to his family obligations and the lack of transportation from the remote settlement where he lives. Both feel misunderstood and undervalued, each coming from their own experiences and difficulties brought about by their socio-economic and ethnic backgrounds.

# ***EVENING NEWS – stories for actors***

## **A DISPUTE AT THE UNIVERSITY**

**Juanita and Nina attend university. Both are experiencing their own forms of intersectional discrimination. They find themselves in conflict over opposing views on a diversity and inclusion workshop organised by the university.**

**Student Juanita** is a Latin American who comes from a socio-economically disadvantaged background. She faces intersectional discrimination at the university that includes racial prejudice and stereotypes, as well as challenges related to her socio-economic status. This includes difficulties in accessing educational resources, scholarships and social inclusion.

**Student Nina** is a white woman with autism who is seven months pregnant. As a person on the autism spectrum and a pregnant student, she faces stigma and a lack of understanding of her needs and abilities, which often leads to social isolation and difficulty adapting to an academic environment that is not adapted to her specific needs.

### **Conflict:**

The conflict arises when a diversity and inclusion workshop is held at the university. At the workshop, the two students express their views on how the university deals with issues of discrimination and inclusion. Juanita emphasises the need for greater focus on racial and socio-economic justice, while Nina emphasises the need for greater awareness and accommodations for students with neurodivergence (with autism, ADHD (attention deficit hyperactivity disorder), dyslexia, Tourette syndrome, and others) and (future) parent students. Their views seem contradictory, as each feels that her own experiences and needs are not being sufficiently taken into account.



# ***EVENING NEWS – stories for actors***

## **(NON)CULTURAL DISPUTE**

**In a small Slovenian town, a dispute arises between a teenager and a senior citizen when a secondary school organises an intergenerational project that aims to promote understanding and cooperation between secondary school students and senior citizens.**

**Matej**, a secondary school student from a small Slovenian town, a child of immigrants from Montenegro, identifies as part of the LGBTQ+ community. At school, he faces challenges related to his sexual orientation and immigrant family, including verbal harassment and social isolation. Despite wanting to actively participate in school activities, he often feels that he is not accepted.

**Jožefa**, a retired teacher and widow, lives in the same town. As a member of the Hungarian minority in Slovenia, she faces prejudices that are based on her ethnic origin and age. She wants greater respect and understanding of her culture and struggles against stereotypes about the elderly, especially regarding her ability to use technology and actively participate in the community.

### **Conflict:**

The conflict arises when the school organises an intergenerational project that aims to promote understanding and cooperation between secondary school students and senior citizens. Matej and Jožefa are assigned to the same group, where they have to prepare a presentation on cultural diversity together. Matej wants to focus the project on LGBTQ+ rights and experiences, while Jožefa wants to present Hungarian culture and tradition in Slovenia. Both feel that their views are not properly considered, leading to tension and dissatisfaction within the group.

# EVENING NEWS – Conflict resolution

*(an aid for a youth worker)*

## A DISPUTE IN THE WORKPLACE

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**Saša and Kali work in a multicultural work environment where they are exposed to intersectional discrimination, each for their own reasons. They find themselves in conflict due to different perceptions and assumptions related to their identities.**

PAGE

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### Conflict:

Conflict develops when Kali expresses displeasure at how certain religious practices (which Saša mistakenly attributes to Kali) affect the work environment, which Saša perceives as a direct attack on her transgender identity, saying such comments are disguised transphobia. Both persons experience their conflict through the prism of their own experiences with discrimination, which can make it difficult to understand and empathise with the other person's experience.

### Conflict resolution:

Resolving such a conflict would require a deeper understanding and recognition of the intersecting identities and experiences of both people. This could include mediation, which allows safe and respectful expression of feelings and perspectives. You could also conduct diversity and inclusion training for all employees. Another solution could also be the development of company policies that encourage respect and understanding of different identities and experiences.

*Such an example highlights how intersectional discrimination can lead to complex and painful conflicts. At the same time, it points to the need for comprehensive approaches to diversity and inclusion that promote mutual understanding and respect.*

## A DISPUTE REGARDING A JOINT PROJECT

**In the university environment, two students, Mojca and Romi, experience their own forms of intersectional discrimination, but find themselves in conflict due to their conflicting views and experiences. Will they be able to work together on a joint project?**

**Student Mojca** is from rural Slovenia, and comes from a low-income family. At a university in a larger city, she faces challenges related to her socio-economic status, such as difficulties in financing her studies, accessing study materials, and adjusting to a new environment that is quite different from her hometown.

**Student Romi** is a member of the Roma community in Slovenia. In addition to discrimination based on ethnicity, he also faces stereotypes and prejudices that affect his academic and social life at the university. His experiences with discrimination and exclusion are complex, as they include both ethnic and socio-economic dimensions.

### Conflict:

Conflict occurs when both are participating in a group project and need to agree on how to do their work. Mojca wants to work in the library, as she does not have an undisturbed environment or adequate equipment for studying at home, while Romi expresses the need for flexibility in meeting and working on a project due to his family obligations and the lack of transportation from the remote settlement where he lives. Both feel misunderstood and undervalued, each coming from their own experiences and difficulties brought about by their socio-economic and ethnic backgrounds.

### Conflict resolution:

In order to resolve the conflict, it would be necessary for both students to express and share their personal challenges that they face in everyday life and studies. Dialogue and openness could contribute to mutual understanding. They must find a compromise solution that takes into account both their personal characteristics/circumstances and the goals of the group project. The university could help reach a solution by providing flexible learning spaces and support services that would facilitate collaboration of students from different backgrounds.

*This example illustrates how the diversity of student backgrounds in Slovenia can lead to misunderstandings and conflicts, which can be bridged through dialogue, understanding and support. It also highlights the importance of flexible and inclusive policies at educational institutions that enable all students to thrive, regardless of their background.*

## A DISPUTE AT THE UNIVERSITY

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### Conflict:

The conflict arises when a diversity and inclusion workshop is held at the university. At the workshop, the two students express their views on how the university deals with issues of discrimination and inclusion. Juanita emphasises the need for greater focus on racial and socio-economic justice, while Nina emphasises the need for greater awareness and accommodations for students with neurodivergence (with autism, ADHD (attention deficit hyperactivity disorder), dyslexia, Tourette syndrome, and others) and (future) parent students. Their views seem contradictory, as each feels that her own experiences and needs are not being sufficiently taken into account.

### Conflict resolution:

The key to resolving this conflict would be to establish a dialogue that recognises and respects the intersectionality of the experiences of both students. This could include organising specific workshops or forums where students from different backgrounds could share their stories and experiences, emphasising that different types of discrimination do not reduce or exclude each other, but require a comprehensive approach. The university could also introduce mentoring and support programmes specifically designed to address the diverse needs of the student population.

*This example highlights the importance of recognising and addressing intersectional identities and experiences in educational institutions. It promotes a culture of dialogue and inclusion, where all student groups feel heard and respected, despite potential differences in their specific experiences and needs.*

## (NON)CULTURAL DISPUTE

**In a small Slovenian town, a dispute arises between a teenager and a senior citizen when a secondary school organises an intergenerational project that aims to promote understanding and cooperation between secondary school students and senior citizens.**

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### Conflict:

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### Conflict resolution:

In order to solve the situation, a dialogue is needed, which enables the expression and understanding of different aspects and experiences. Conducting workshops on intersectional discrimination that would include topics such as LGBTQ+ rights, ethnic diversity and age discrimination could help Matej and Jožefa understand how their experiences are intertwined and complementary. A mutual agreement that the project would include both topics would show respect for diversity and emphasise the importance of inclusion and understanding between different groups.

*This example illustrates how intersectional discrimination in Slovenia can create complex challenges, while also highlighting the importance of dialogue, education and mutual respect to overcome these challenges and build a more inclusive community.*

## A DISPUTE AT A SCHOOL

**Let's take an example from the Slovenian school environment, where three different actors are involved, each with their own unique intersectional discrimination, which leads to a complex interpersonal conflict.**

**Sara**, a student in secondary school, is hard of hearing. She faces communication barriers and a lack of accessibility in the school environment, where sign language interpretation or other necessary adaptations are not always provided. Sara's struggle for equal participation in school activities often places her in a position of loneliness among her peers.

**Marko**, Sara's classmate, is the son of immigrants from Bosnia. Despite being born and growing up in Slovenia, he faces ethnic discrimination and stereotypes that affect his self-image and relationships with other students. Marko feels as if he has to constantly prove his belonging and equality.

**Mr Novak**, a history teacher, is renowned for his dedication to teaching. He has difficulties understanding and integrating the diversity of his students. He is older and finds it difficult to adapt to new teaching methods that would be more inclusive for students like Sara and Marko.

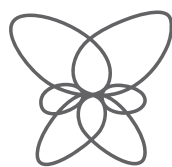
### Conflict:

The conflict arises during a group project where students have to research and present different cultures. Sara suggests that their group use more visual and digital assets to make the presentation more accessible to her. Marko wants to explore and present Bosnian culture in order to improve the understanding and acceptance of his ethnicity among his classmates. Mr Novak, dissatisfied with both proposals, believes that they should stick with more traditional methods of teaching and presentation, which do not take into account the specific needs or wishes of Sara and Marko.

### Conflict resolution:

A comprehensive approach is needed to resolve the conflict. The school counselling service organises a workshop on inclusivity and diversity for both teachers and students. Mr Novak, along with other teachers, receives training on adaptive teaching methods that take into account the diverse needs of students, such as deafness and ethnic diversity. Sara and Marko work together to prepare a project that includes both visual elements and content that represent Bosnian culture, thereby increasing awareness and understanding among all students.

*This example illustrates how intersectional discrimination can create complex situations in the educational environment, while highlighting the importance of inclusion, dialogue and flexibility in addressing the diverse needs and experiences of students and in fostering a more understanding and supportive school community.*



**AT THE CROSSROAD  
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DISCRIMINATION**

The worksheet is part of the e-training Intersectional Discrimination in Youth Work, prepared by the Forum for Equitable Development in cooperation with project partners Zavod Global, Nosotras Onlus and Asociația Pro Democratia.

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