



Training Session: I'm a person, not just a bundle

General Information

Training Name: Education and Evaluation	Trainer: Rupert Friederichsen
Duration: 1.5 hours	Email Address: Rupert.Friederichsen@cisv.org

Expected Outcomes:

By experiencing how the categories describing diversity can be used and abused, trainees will

- gain a deepened understanding of the concept of diversity (K)
- be able to handle with care difficult generalisations which is key to diversity education (S)
- be willing to question easy (and often wrong) generalisations which claim to accurately describe individuals within defined groups of people (A)

Training Session Description:

In four steps this session explores how, even while discussing 'diversity', we constantly bundle people into groups, assuming that within this group people are more similar than others outside of that group. By discussing trainees' national stereotypes, gender, and age group, trainees discover the problems associated with this conceptual bundling of people (in other words, the problems with a set of generalisations). The session ends with two key messages: Firstly, we cannot do without those conceptual bundles (categories and generalisations); but let's be clear that often they are not helpful when dealing with individual people (and sometimes they are plainly wrong). Secondly, peace education in CISV focuses on people and the relationships between them to avoid the pitfalls of stereotyping.

Training Session

Element, Goal(s) & Indicator(s)	Activity	Materials	Time	What are participants doing?
Element 4, , Goal 2, indicator a)	<p>Step 1: National stereotypes (Cards: Nationality; “Knowing”) Split trainees into pairs. Ideally, each pair has a member from two different countries, and each should have a reasonably good understanding of the other. Instructions:</p> <ul style="list-style-type: none"> • Discuss what stereotypes exist about your home country within your partner’s country (Which are most common? Which are most upsetting/funny/true/false?) • Prepare a list (or mind map or picture) describing key attributes: How do we see our compatriots and how do others see us? <p>Step 2: Men and Women (Cards: Gender; Doing) Split trainees into two groups according to their gender. Instructions:</p> <ul style="list-style-type: none"> • In each group discuss: What do we prefer <i>doing</i> with men/women only rather than in mixed groups? • Prepare a list (or mind map or picture) describing key attributes: How do we see our own gender and how do others see us? 	<p>Small cards for the trainer to write the categories on.</p> <p>Trainees need paper and pens for all four steps.</p>	<p>1 hour to go through the four steps; so about 15 minutes for each step, including changing into new groups</p>	<p>Do: Participants talk about several categories or dimensions of diversity.</p>

Element, Goal(s) & Indicator(s)	Activity	Materials	Time	What are participants doing?
	<p>Step 3: Young and Old (Cards: Age group; Feeling) Split trainees into 3 or 4 groups according to their age group (e.g 16-19; 20-29; 30-40). Instructions:</p> <ul style="list-style-type: none"> • In each group discuss: How do we <i>feel</i> about being young, our age, and getting older? • Prepare a list (or mind map or picture) describing key attributes: How do we see our own age group and how do others see us? <p>Step 4: Is that all there is to me? (Card: Personal identity) Each trainee is individually asked to think and take notes. Instructions:</p> <ul style="list-style-type: none"> • Do you feel that the previously discussed categories fully describe you? • Is there anything missing that you would like to tell us about yourself so that we understand who you really are? • Prepare a list (or mind map or picture) describing what characterises you <p>Notes for the trainer:</p> <ul style="list-style-type: none"> • To visualize, write cards for each of the four categories discussed. In each of the 4 steps, place the card(s) in a circle as you go through the steps leaving the centre free. 			

Element, Goal(s) & Indicator(s)	Activity	Materials	Time	What are participants doing?
	<ul style="list-style-type: none"> Go through steps 1 to 4 without sharing with the big group as this would use up a lot of time. Explain that there will be time at the end of the session to share individually. 			
Element 4, Goal 2, indicators c), d)	<p>Re-convene into the whole group to debrief. Take your time and use the questions below as a guide; add more questions if you like!</p> <p>Ask trainees to place their lists and mind maps and pictures around the four categories. Allow some time for sharing informally.</p> <p>Reflect:</p> <ul style="list-style-type: none"> Did you feel that discussing nationality/gender/age group was really about you? In your life, have these categories been important? If so, how did they shape your life? <p>Generalise:</p> <ul style="list-style-type: none"> Do you think that some of the categories are more helpful for living together peacefully than others? How so? What are the dangers associated with thinking in these categories? (e.g. lazy thinking in terms of national stereotypes) 			<p>Reflect, generalise, apply: The debriefing goes through the suggested questions and more, depending on the specific situation and people.</p>

Element, Goal(s) & Indicator(s)	Activity	Materials	Time	What are participants doing?
	<ul style="list-style-type: none"> • Are there any categories missing which are important for a society which enables every individual to develop and prosper (e.g. sexual orientation, disability, religion, race and colour) <p>Apply:</p> <ul style="list-style-type: none"> • In your experience, what are challenges that CISVers face in relation to talking/thinking about diversity? • How do you want to improve your own way of talking about diversity in order to become a better educator? <p>Notes for the trainer:</p> <ul style="list-style-type: none"> • To complete the visualization, place a card saying “Diversity” in the middle when you start the debriefing (see Appendix A)) • When going through the debriefing questions, use the visual to clarify to which category trainees’ statements belong. • Make sure you are clear in your own mind what exactly the difference between a stereotype and a generalisation is (see suggested reading below) 			
	<p>Sharing time: Encourage participants to dig deeper into points raised and to enquire further into what</p>		<p>10 minutes</p>	

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	others have discussed.		(and expand into the break or following session if required)	

Lessons Learned

What did you learn from this session?

Assess and provide evidence to explain your biggest learning achievement

I was surprised how well the session went. E.g. initially, one of the participants was unsure what diversity meant and asked for a definition. By the end of the session that request was not repeated so I assume that he felt he now knew what diversity meant.

Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

- As mentioned above, this session builds up a shared understanding of a complex and abstract concept. So visualising the discussion for use during the session and afterwards worked well.

Further reading:

If, as a trainer, you want to read more on some of the ideas addressed in this session, I would recommend looking at Fred Dervin's idea of 'diverse diversities' in a set of slides [here](#) and in longer form [here](#). The initial idea for this session came from reading Penelope Lively's article about what it means to be old; available online [here](#).

Appendix: Visualisation of the discussion

A) During the session



B) After the session incorporating more aspects that were discussed in following sessions and adding a key to the visual

