

# One step forward

Source: Adapted by TRACES from a Council of Europe Activity

**Objective of the activity:** To raise awareness about inequality of opportunity.

**Time:** 45 mins

**Complexity:** ★★

**Material needed:**

- Printed role cards,
- A printed list of situations, and
- An open space.

**Facilitator role:** To create a calm atmosphere, give instructions and facilitate a discussion

**Process:**

1. Randomly give each participant a role card and tell them to keep it to him or herself and to not show it to anyone else.

2. Now ask them to begin to get into this role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

'What was your childhood like'? 'What sort of house did you live in'? 'What kind of games did you play'? 'What sort of work did your parents do'?

'What is your everyday life like now'? 'Where do you socialise'? 'What do you do in the morning, the afternoon and the evening'?

'What sort of lifestyle do you have'? 'Where do you live'? 'How much money do you earn each month'? 'What do you do in your leisure time'? 'What you do on your holidays'?

'What excites you and what are you afraid of'?

3. Now ask people to remain absolutely silent as they line up next each other (like on a starting line).

4. Tell the participants that you are going to read out a list of situations or events. Every time they can answer 'yes' to a statement, they should take a step forward. Otherwise, they should stay where they are and not move.

5. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

6. At the end invite everyone to make a note of their final positions. Then give them a couple of minutes to come out of their roles before debriefing in plenary.

7. Debriefing and evaluation:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can anyone guess the other roles (Let people reveal their roles during this part of the discussion)?
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they could not access them?
- What initial steps could be taken to address inequalities in society?

## One Step Forward – Handout: Role cards

You can localise and create your own cards

You are an unemployed single mother.	
You are the son of a Turkish immigrant who runs a successful fast food business.	
You are an Arab Muslim girl living with your parents who are devoutly religious people.	
You are a disabled young man who can only move in a wheelchair.	
You are a 17-year-old Roma girl who never finished primary school.	

You are a 22-year-old lesbian.	
You are an unemployed university graduate waiting for the first opportunity to work.	
You are a 24-year-old refugee from Afghanistan.	
You are a non-documented migrant from Mali.	
You are the 19-year-old son of a farmer in a remote village in the mountains	
You are a retired worker from a factory that makes shoes	

## One Step Forward – Handout: Situations List

### Daily life situation:

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society in which you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends to dinner at your home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for your children's future.

- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competencies are appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

### **Science engagement situations:**

- You have access to basic information about activities and workshops offered near to where you live or in the places you visit every day.
- When visiting a science centre or participating in science communication activity, the visit and activities are adapted to your mobility.
- When visiting a science centre or participating in science communication activity, you understand the language and words used in the proposed activities.
- When visiting a science centre or participating in science communication activity, you are certain that you will see people of your race/ethnicity.
- When visiting a science centre or participating in science communication activity, you are certain that you will see people from your socio-economic background.
- When visiting a science centre or participating in a science communication activity, you are sure that the knowledge of people from your social class will be positively represented.
- When visiting a science centre or participating in a workshop, you are sure that the staff will represent your race or social class.
- When visiting a science centre or participating in science activity, you can have a critical point of view without thinking that it is 'a problem of culture or integration'.
- Before leaving a science centre, you will be able to buy something in the museum shop where you can afford a coffee or a sandwich at the exit.

## Impressum

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