



EWISSE
EUROPE WORKING FOR INCLUSIVE SEX AND GENDER EQUAL EDUCATION



Co-funded by
the European Union



E-WISSE LAB

Name of activity	The effects of Labeling
Description of activity	<p>The following activity is made to be implemented either face to face or online. If online, it's advised to use a communication platform e.g. zoom so that there is the possibility of having a discussion without interference and also the possibility of sharing a screen for the individual activities. The material needed for the implementation can be found below and in the presentation that accompanies this description.</p> <p>The activity is divided into two major parts that include minor tasks for the participants to complete all together as a team by the guidance of their facilitator.</p> <p>Each task is classified in a specific category which is indicated in the presentation by a specific icon. In that way it is easy for the students to identify each time the special communicational framework they need to be adjusted to in order to manage the task. Also, it is useful for the facilitator in order to handle and manage the online interactive environment and to be aware of the requirements of each task.</p> <p>The three (3) categories are:</p> <ul style="list-style-type: none">• Writing task• Discussion task• Thinking task <p><u>PART I</u> "DISCUSSION ON LABELS"</p> <p>The first part is dedicated to labeling and categorizing people consciously or unconsciously.</p> <p><u>TASK 1</u> Write down the first word that comes to your mind when you hear the word "label"</p> <p>The "Discussion on labels" begins with the team trying to identify the definition of the word "label" by giving spontaneous context into the term and brainstorming around the meaning.</p> <ul style="list-style-type: none">• As a facilitator you need to keep in mind that multiple definitions and aspects will be enlightening. For that reason, it is important to gather all of that information and put it in order so the students can have a clear view of the term before getting deeper into the discussion. <p><u>TASK 2</u></p> <p>Discuss on the answers you gave based on the following questions</p>

Discuss the fact that each person belongs to many different groups. Each person chooses to belong to some of these groups, but the world also puts us into other groups-categories whether we want to or not. Based on the groups to which we belong, we may be able to be more aware of how we categorize others, as well as what the consequences of such an action may be. We categorize people in a variety of ways, which is often done unconsciously. This becomes more obvious when we meet a person who cannot be put into a category, for example, when we meet a person for whom we find it difficult to say what their gender is. Many people in the face of such a situation seem confused and curious or even express anger and irritation. We put people and things into categories and groups in order to understand them and feel safe in our environment. But this is not always positive. Not all groups and categories are considered equal. Some are considered superior to others. We are put into categories and groups to which we seem to belong and our behaviors are interpreted in this light.

Questions

1. Do humans prefer to function alone or within a group?
2. Does this group provide us with security? And if so, at what points and for what reasons?
3. Could people place us in groups or categories without us wanting to or feeling that it is valid?
4. Do we categorize people even unconsciously?

- As a facilitator you need to keep in mind that students in this discussion need to understand the concept of being part of group related to the providing of sense of security. Being part of a group though can be both a conscious and unconscious choice that lead to certain results. Give attention to the positive and negative impact of categorization in groups, mostly focused on the unconscious categorization. Lastly, lead the discussion to a certain point where the students can share their personal experiences on categorization from both points of view (person who categorize and person who is categorized).

TASK 3

Discuss and explain the ways in which we categorize people and how we label them, such as "foreigner", "retired", "gay", etc.

Discuss what ways and mechanisms do people use in order to "arrange" and categorize other people. How do we attribute these hypotheses and come to conclusions?

- As a facilitator it is important to lead the conversation to a point where the participants can mention and analyze the power of words and the significant value they "carry" with them. Words have a meaning and this meaning can affect, value, stigmatize, accept and reject other people. Transfer this thought and analysis into the labels' spectrum and emphasize the fact that labels are capable of categorizing people indefinitely and many times it is impossible to escape.

PART II **"OUR LABELS"**

The second part is dedicated to a personalized perception of labels. It is the time for the participants to actually and actively put their personal experience and describe the ways the perceive or are affected by social categorization and labelling.

TASK 1

Take time to consider what labels do people in your neighborhood, your family, your school, etc. put on you?

What is important here is to understand the reaction of others when they meet/recognize/see us for the first time - e.g. on the bus, in the street. The number of categories they can put you in is vast. From general categories, e.g. 'girl', to specific ones, e.g. 'friend'.

- As a facilitator, keep in mind that it is important to mention the concept of "first impression" as an aspect where people usually rely on in order to categorize others. Let the participants explain how they experience this situation when interacting with people. What's their experience from the perspective of the person with a certain label assigned by others?

TASK 2

Think of two labels that you believe others attribute to you at first glance and write them down

At this point the participants have to think and write down two labels that they think others have assigned them with. They are searching for those labels according to their personal social experiences.

- As a facilitator it is important to encourage participants to think deeper than the obvious answers. In that way the discussion that follows will have better results.

TASK 3

Take turns sharing the labels you have written. Then collect the labels on the following slides

This is the part where the participants are sharing their personal labels after the thinking process. During this part of the online activity the facilitator is collecting the information from the participants and fills in the empty boxes into the presentation. During the sharing and collecting phase it is important for the participants to show respect to everyone and their words.

- As a facilitator keep in mind that this stage/task is not a discussion point or an opportunity for exchanging opinions. This phase is about breaking the inner restrictions and sharing your personal experiences with the group. The processing of this stage will be further analyzed on the final task of the activity that follows.

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TASK 4

Now that you have a clear overview, discuss the labels one by one. Take into consideration the following questions.

As mentioned above this is the processing stage that follows the sharing of labels. It is the point that summarizes the whole experience of the activity, the last discussion round. Every participant has the opportunity to speak and explain their thoughts and feelings on the topic.

The following questions will facilitate the efficiency of the discussion:

1. How can we define each label?
2. How do people see a person with this label?
3. What might this label imply for an entire group?

	<ol style="list-style-type: none"> 4. Is there a different treatment of men and women within this group? 5. Does the label have a positive or negative meaning? 6. How is it perceived by mainstream perceptions and how do people perceive it? 7. Which of the labels are restrictive and which are more or less inclusive? 8. Which are the ones that are rarely used? 9. How often do we use the label 'heterosexual', for example? 10. Has there been categorization of yourself or others against your will? Which of the labels would you choose to have been assigned to you and which ones were assigned to you without being asked? How is it perceived by mainstream perceptions and how do people perceive it? <ul style="list-style-type: none"> • As a facilitator it is important to make sure that all participants will express their views on the labels and they will have the chance to be heard by the group. You need to make sure that the discussion will be enhanced by mutual respect and safety.
Who are the participants?	This material is meant for young people (12 - 18 years old)
Identification of the aims of the activity	Critical Thinking Empathy Social awareness Self-awareness
Number of participants	10
Duration	1 hour
Materials for the activity	Pen and Paper Cards https://www.canva.com/design/DAFpt6umbnQ/O2trzNBrPBVWYqY_KIBA9w/edit?utm_content=DAFpt6umbnQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Description
Suggestions for the post-activation debriefing	Ask participants before starting the outdoor activity what feelings, fears, difficulties and expectations they are overcoming. At the end of the activity ask the participants what feelings they experienced, what emotions they felt and what they learnt about themselves. These moments can be done in dialogue mode but also through cards/post-it notes and in anonymous form.
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