

TRAINER'S INSTRUCTIONS: DIVERSITY IN VOLUNTEER ACTIVITIES

Diversity in volunteer activities is a two-hour training session on norms, interaction situations, equality and accessibility.

The objectives of the training session are the following:

To gain the tools to critically examine norms and prejudices and understand their influence in encounters and interaction. To gain information about equality and its importance in the activities of the Red Cross. To gain ideas about how volunteer activities could be made more accessible.

To hold the training session, you need the following:

Laptop, data projector and speakers (optional -> for the YouTube video)

Internet connection (optional)

Post-it notes

Paper and pens (if necessary)

Newspaper clippings of headlines or news articles that enforce prejudices in the media (optional)

The role slips for the Privilege walk exercise

To be copied and handed out to all participants:

- *Do not assume, ask!* list of tips
- Exercise for dismantling prejudice
- Copies of the FRC's equality policy (optional)

Training schedule, for example:

12:00–12:15 pm	Start of session and participant introductions
12:15–12:35 pm	Norms (slides 3–8)
12:35–1:10 pm	Prejudices (slides 9–21)
1:10–1:20 pm	Break (slide 22, optional)
1:20–1:35 pm	Equality (slides 23–28)
1:35–2:00 pm	Accessibility (slides 29–36)

Introductions

Hold a short round of introductions. You can use a game to create a familiar atmosphere if you like, e.g. a cocktail party.

Slideshow:

Slide 1. Title

Slide 2. Themes and contents of the training (you can add the schedule here if you like)

Slide 3. Norms and social conventions (course contents)

Slide 4. Norms and social conventions

Slide 5. Exercise on social conventions

Hand out papers to the participants. Ask them to think by themselves of appropriate instructions for behaviour in one of the following situations and to write them down: store checkout, bus or concert. Give the participants a few minutes, after which you discuss the instruction together and reflect on how many unspoken rules and assumptions the situation entailed. How many of the instructions the participants wrote down are actually written down somewhere for people to see when entering the situation?

Slide 6. Norms

Instead of using the term *norm*, you can speak about *assumptions* or *suppositions* if it feels more appropriate for your target audience.

Slide 7. Examples of norms

If you have access to the internet, you can show the YouTube video regarding coffee culture. Alternatively, you can ask the participants for examples. Emphasise that norms can differ even within cultures assumed homogeneous, e.g. between families. There may also be different expectations and norms between individuals. Norms also include e.g. abbreviations or slang used at a specific workplace (the FRC's examples on the slide).

Point out that it may sometimes be worthwhile to reflect on, question and combat norms. This allows us to create space for different viewpoints and ways of doing things and learn new things. Norms can be broken for many reasons and often unintentionally – if you do not know the norm, it is impossible to follow it.

Slide 8. Rules of fair play in volunteer activities

Tell the participants that FRC volunteers are governed by the principles of the Red Cross, ethical guidelines and other regulations, such as the Non-discrimination Act. These will be discussed later in the training.

However, each activity group also defines its own internal rules, norms and culture. It is good to remember that the more people there are in the group, the likelier it is that not everyone shares the same norms. In each group, the creation of communality, trust and rules is an important interactive process that should be given time.

If you wish, you can hand out the *Do not assume, ask!* list of tips to the participants.

Slide 9. Prejudices (course contents)

Slide 10. Prejudices

Slide 11. Exercise on similarity

Ask the participants to stand in a row. Show the pictures in the following slides briefly (max. 30 s/picture) one at a time (4 pictures) and ask the participants to take a step forward every time they think of a similarity between themselves and the person in the picture. After this, show the compilation slide with all four pictures and start discussion on the exercise by asking the participants for examples of e.g. the similarities they found and who they found most relatable.

Note! Picture 1 is the Swiss founder of the Red Cross and Red Crescent, Henry Dunant. Picture 4 is the FRC's Secretary General Kristiina Kumpula.

Slides 12–16. Pictures of the similarity exercise

Slides 17–18. What is visible, what is not? A person is like an iceberg.

What can you see of the people in the picture, what can you not see?

In interaction, only a part of a person is perceivable – visible and audible. A significant part of the deeper layers does not necessarily come forth, and it is impossible to know in an interaction situation what is culture-specific, what is based on life situation and what is person-specific. It is impossible to know beforehand what kind of expectations, norms and assumptions the other party interacts with. We cannot always be sure how the recipient interprets our message either. The interpretation is always connected to earlier experiences and norms and trickles through the layers of the iceberg like water.

ICEBERG SURFACE, what everyone sees: Gender, skin colour, dress, body, age, name, language, disability, cultural characteristics: food, music, celebrations

THE DEEPER PART OF THE ICEBERG, i.e. what we do not immediately know about other people: Other differences, such as family, origin, upbringing, geographic location, ethnicity, nationality, faith/religion, concept of human being, worldview, social class, education, life experience, sexuality, work experience, interests, skills, assets, political opinion, attitudes, values, travels, culture, social relations, attitude towards the power hierarchy, feelings, etc.

HUMANITY: Joy, sorrow, loss, adversities, health, sickness, love, the need to live, live together, be needed

PERSONALITY My unique experience, personality that separates me from others in my group

Slide 19. Exercise on presumptions

Choose one of these three exercises according to the group:

Alternative A, if the participants know each other well but do not know you as a trainer:

Project a photograph of a person on the screen, or use yourself as an example. Hand out post-it notes or other paper if needed. Ask the participants to write down their assumptions about the person in the photograph or yourself without too much analysing or thinking. They have one minute to write down their thoughts. After this, ask the participants to discuss the exercise in pairs and find out whether they had similar assumptions and what was the cause for the assumptions.

Alternative B, if the participants already know each other a little bit:

Ask the participants to form pairs with someone they do not know very well. If there is an uneven number of participants, you can partner with someone yourself. Hand out post-it notes or other paper if needed. Ask the pairs to answer questions on behalf of their partners by writing the answer on a sheet of paper without showing the answers to their partner at this point. The partners are not allowed to speak to each other. The questions are the following:

1. Is your partner a morning person or a night person?

2. Does your partner prefer coffee or tea?
3. Would your partner prefer a savoury or a sweet pastry?
4. Does your partner live in an apartment building, a terraced house or a detached house?
5. Does your partner prefer walking, cycling, driving or public transportation?
6. Does your partner prefer knitted gloves, mittens or leather gloves?

Once the questions are asked, give the pairs a few minutes to go through their answers together. Ask them to explain why they answered as they did.

Alternative C, if the participants do not know each other but feel that they are in a safe group:

Ask the participants to form pairs with someone they do not know very well. If there is an uneven number of participants, you can partner with someone yourself. Hand out post-it notes or other paper if needed. Ask everyone to think of things they think they know about their partners. Give the participants one minute to write down their assumptions on their partners without too much analysing or thinking. After this, ask the participants to discuss the exercise in pairs and figure out whether the assumptions were correct.

Slide 20. Prejudices

Say that prejudices arise from people's internal need to understand and categorise the world. Everyone has prejudices, and the most important thing is to become aware of them and be ready to renounce harmful prejudices as needed. Prejudices come from outside the self and can develop in seconds in interaction situations or based on what you have heard. A single definition can evoke prejudice – positive or negative.

Slide 21. Prejudices and the media

The media is a powerful channel for conveying norms, prejudices and other assumptions. There is one example on the slide about how the media enforces negative prejudice towards asylum seekers. If you like, you can share your own examples of headlines or news articles in local or national media that enforce prejudices (the targeted group can be whichever).

It is good to emphasise that prejudices come to us from the outside, through e.g. media, upbringing or norms. Producers of electronic news are interested in gaining as many readers as possible (clickbait journalism), which sometimes makes them forget about good manners, even appropriate language, particularly in the headlines. Therefore, the most important thing is to become aware of norms and prejudices, examine them critically and be ready to renounce harmful prejudices. It is also good to think of ways to bring forth stories and images that question and break prejudices.

Exercise/homework: At this point, you can give the participants the exercise for dismantling prejudice as homework. In the exercise, you write down one of your own prejudices and reflect on it with the help of some questions. Emphasise that this exercise is to be done independently and reflectively. If you have time, you can do the exercise at the training session. In this case, make sure that everyone has the opportunity to work in peace.

Slide 22. Final discussion (optional)

If there is no time for joint discussion, you can give the final discussion as a subject for the coffee break (if there is one). Alternatively, you can skip this slide.

Slide 23. Equality (course contents)

Slide 24. Why was the Red Cross founded?

Ask the participants if they know why or on what principle the Red Cross was founded. Answer: The Red Cross was founded to help (war victims) **without discrimination** based on their need for help. The person pictured is Henry Dunant. There was need for impartiality/non-discrimination on the battlefields of Solferino, where each

party only took care of its own wounded. Impartiality is one of the seven fundamental principles of the International Red Cross and Red Crescent Movement (humanity, impartiality, neutrality, independence, voluntary service, universality, unity). The whole movement can be thought to be based on the spirit of equality.

Slide 25. Equality and fundamental rights

Equality is based on the Universal Declaration of Human Rights, the Constitution and the Non-discrimination Act, and is also in the Employment Contracts Act and the Criminal Code. Equality connected to gender and sexuality is governed in Finland by the Act on Equality between Women and Men.

Human rights are fundamental rights, and every country in the world has signed the Universal Declaration of Human Rights. According to human rights, every human being has the same inalienable rights based on their humanity.

Slide 26. Non-discrimination Act

A list of the grounds for discrimination specified in the Non-discrimination Act, based on which there can be no discrimination according to the law.

Slide 27. Equality and the Red Cross

Of the seven fundamental principles of the Red Cross and Red Crescent, impartiality (alongside humanity and neutrality) refers the most strongly to equal treatment.

If you like, you can hand out copies of the FRC's equality policy to the participants.

Slide 28. Exercise on the need for help

Ask the participants one example at a time which person they would help first as Red Cross volunteers.

- 1) A choking black man – a nauseous white woman
- 2) A crying child – an adult who seems to be unconscious

Slide 29. Accessibility in volunteer activities (course contents)

Slide 30. Accessibility

Slide 31. Accessibility

Go through the different forms of accessibility: movement, communication, attitudinal, social.

Slide 32. Privilege walk exercise Read the exercise instruction on the separate paper.

Slide 33. Privilege walk discussion slide. The statements of the exercise appear on the slide one by one.

Slide 34. Accessible and equal activities

Go through the list of questions on the slide or you can ask the participants to discuss the questions in small groups or pairs for a moment. The point is not to discuss every question in depth, but rather the list of questions is meant to invite reflection of how we can all enforce equality with our actions.

Slide 35. Reasonable accommodation

Reasonable accommodation is a term referring in particular to the rights and equality of people with disabilities. It refers to essential and appropriate changes and arrangements that are carried out on a case-by-case basis when necessary, do not cause disproportionate or unreasonable encumbrance and are meant to ensure a disabled person's ability to partake in or use all human rights and fundamental liberties equally with everyone else. The idea of reasonable accommodation can also be applied to the strengthening of the rights

and equality of other groups in danger of discrimination mentioned in the Non-discrimination Act. In volunteer activities, it is good to consider what changes could be possible, necessary and appropriate without causing unreasonable encumbrance. For example, it may be impossible to make your premises completely accessible, but we can all influence attitudinal and social accessibility.

Slide 36. Equality is not a matter of choice

Equality is not a matter of choice in the International Red Cross and Red Crescent Movement. Rather, it is linked to several fundamental principles and values of primary importance (non-discrimination, impartiality, humanity, neutrality, need for help).

However, the promotion of equality and the strengthening of everyone's fundamental rights strengthens the movement as well and brings us a lot of added value.