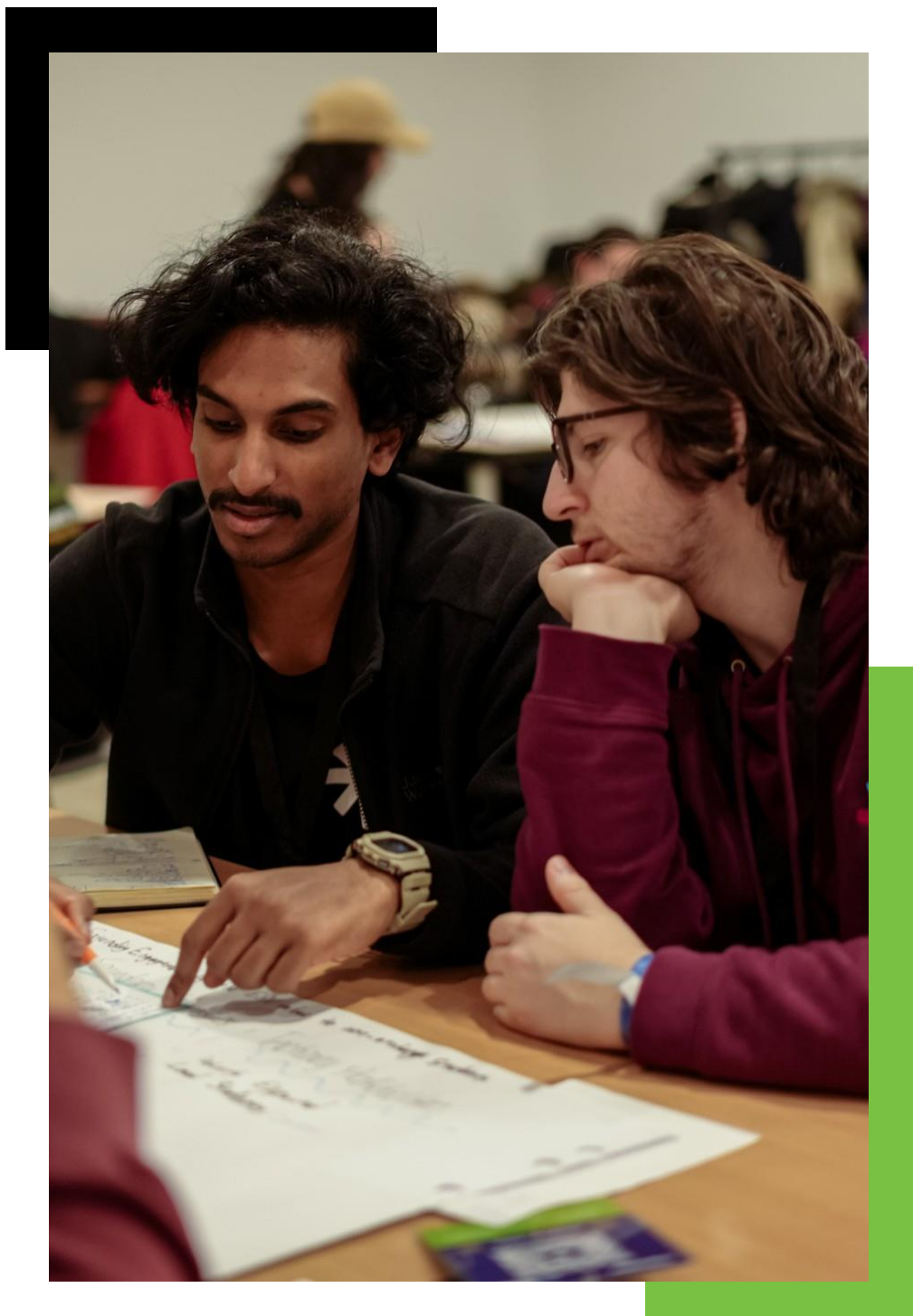


Ref: DFD-YD/ETD (2025) 109



# YOUTH ACTIONS AGAINST DISCRIMINATIONS TOOLKIT

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# INTRODUCTION

Across Europe, international mobility offers students the opportunity to learn, grow, and connect across borders. Through volunteering, events, and support services, the Erasmus Student Network (ESN) plays a key role in making mobility accessible and meaningful. However, as diverse as our communities are, they are not immune to the inequalities that shape broader society. Discrimination, whether intentional or systemic, can and does occur within ESN spaces. Recognising it is the first step toward meaningful inclusion.

In the spring of 2025, ESN organised a Study Session on the topic of "Youth Actions against Discriminations", in collaboration with the Youth Department of the Council of Europe, which took place at the European Youth Centre in Budapest. During this study session, participants developed several materials to support ESN members in identifying, understanding, and addressing forms of discrimination that may arise in their work.

The Charter on Intersectionality, Discrimination, and Inclusion outlines the key principles of intersectionality, defines various types of discrimination, and provides a clear, shared framework to ensure inclusive practices across all ESN levels, whether local, national, or international.

This document builds upon the values already enshrined in ESN's Statutes, such as equality, diversity, and intercultural understanding, and puts into action the ESN Code of Conduct, which calls on members to create safe, respectful environments. It also supports the Strategic Priorities 2021–2025, especially in relation to social impact and inclusive participation in mobility.

The Charter is not only a policy statement, but a practical guideline for everyday use. Whether you are planning an event, managing a team, working with partners, or welcoming international students, this document will help you understand what discrimination can look like in ESN contexts, recognise your own role in preventing and challenging it, and apply inclusive, intersectional principles to create more equitable spaces for everyone.

Finally, this Charter serves as the foundation for the rest of the Toolkit. All other Training Sessions Outlines (TSOs) and resources developed in the Toolkit are aligned with its principles. By using it as a reference point, ESN members ensure that their work not only reflects youth diversity but actively protects and empowers it.

*This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.*

# **CHARTER ON INTERSECTIONALITY, DISCRIMINATION AND INCLUSION**

# CORE DEFINITIONS AND CONCEPTS

## DEFINITION AND ORIGINS

(e.g., coined by Kimberlé Crenshaw)

Intersectionality was a term created by a legal scholar called Kimberlé Crenshaw in 1989 to describe how discrimination can be multilayered, all-encompassing, and doesn't necessarily need to be broken down into its individual aspects. It describes how different forms of discrimination, such as racism, sexism, classism, ableism, and homophobia, can overlap and interact to create unique experiences of oppression. Crenshaw introduced the concept to highlight how Black women, in particular, face challenges that are not solely due to their race or gender, but rather the combination of both. Intersectionality helps us understand that people's identities are complex and interconnected, and that social inequalities cannot be examined in isolation from one another. Today, it serves as a vital framework in social justice, education and policy-making to ensure more inclusive and equitable practices.

## INTERSECTIONS OF IDENTITY:

gender, race, ethnicity, sexuality, ability, socioeconomic background, etc.

Every individual holds multiple identities, such as race, gender, sexual orientation, socioeconomic status, nationality, religion and ability status that shape their experiences and how they are perceived in society. These identities do not exist in isolation; they intersect and influence each other in ways that can either compound privilege or intensify discrimination. To plan truly inclusive events, we must always keep intersectionality in mind.

## APPLICATION IN THE ESN CONTEXT

Event planning must consider how various forms of discrimination can intersect (e.g., a queer student of colour with a disability may face multiple barriers) and aim to address these complexities.

# FORMS OF DISCRIMINATION

## WHAT IS DISCRIMINATION?

This occurs when people treat an individual or particular group of people differently, or in a worse way than they treat others in a similar situation, based on characteristics like the following:

Discrimination in the case of:

### 1 LANGUAGE

*Based on a person's language skills.*

**Examples:** A student is excluded from a group activity because their language skills are not fluent enough.

### 2 PREGNANCY

*Based on pregnancy or childbirth-related situations.*

**Examples:** A woman being denied a position because they are pregnant or wants to get pregnant.

### 3 EDUCATION

*Based on a person's level of education.*

**Examples:** A person is rejected the job due to being overqualified. Someone gets excluded because of higher or lower education.

### 4 NATIONALITY

*Based on someone's nationality or country of origin.*

**Examples:** : Denying someone housing based on their nationality

### 5 POLITICAL BELIEFS

*Based on someone's political beliefs or affiliations.*

**Examples:** An ESN coordinator avoids assigning responsibilities to a student known for organising political activism.

### 6 RELIGION

*Based on religious beliefs or practices*

**Examples:** A restaurant refuses to take an order or serve a person because they wear religious attire. A Muslim student is excluded from a pub crawl because they don't drink alcohol.



## SOCIOECONOMIC STATUS

*Based on someone's social or economic or financial status.*

**Examples:** A student is mocked for wearing second-hand clothes during an ESN event.



## ETHNICITY

*Based on someone's ethnicity or cultural background*

**Examples:** A student is followed closely in a store due to their ethnic background.



## AGE

*Based on a person's age.*

**Examples:** To exclude students from activities because they are "too old" or "too young"



## ABLEISM/ DISABILITY

*Based on physical or mental disabilities.*

**Examples:** An event location isn't wheelchair accessible and isn't mentioned.



## LOOKS/ APPEARANCE

*Based on a person's physical appearance.*

**Examples:** A student is not invited to join a themed photo because other people think they don't fit the aesthetic.



## SEXUALITY/ HOMOPHOBIA

*Based on a person's sexual orientation or identity.*

**Examples:** A student is excluded from group chats after coming out as gay.



## RACE

*Based on a person's race or racial identity.*

**Examples:** Denying housing to someone because of their race.



## SEX/ SEXISM

*Based on a person's sex, typically against women and girls.*

**Examples:** A woman's idea is ignored until a man repeats it.



## GENDER/ TRANSPHOBIA

*Based on a person's gender or gender identity.*

**Examples:** Denying transgender people to represent ESN to a cooperation partner.

# ACTIONABLE GUIDELINES

## INTRODUCTION: VALUES IN PRACTICE

### RESPECT AND DIGNITY FOR ALL

Every ESN volunteer and international student deserves to be treated with kindness, empathy, and respect.

### REPRESENTATION AND VOICE

Inclusivity and diversity stand to overcome the underrepresented voices and ensure diverse perspectives, positions and ideas are included in decision-making and leadership roles.

### ACCESSIBILITY AND EQUITY

Opportunities, events, and resources must be accessible to all, regardless of physical ability, socioeconomic background, language or location.

### ACTIVE ALLYSHIP AND ACCOUNTABILITY

Members must be willing to speak up against injustice, reflect on their own biases, and hold themselves and others accountable for fostering a safe and inclusive environment.

## IMPLEMENTATION STRATEGIES

### INCLUSIVE EVENTS

- Inclusive events are gatherings or activities intentionally designed to be welcoming, accessible and respectful to all individuals, regardless of their background, identity, or abilities.
- Organising inclusive events is essential to ensure that every person feels welcome, respected, and valued, regardless of their background, identity or abilities.
- Social Inclusion in event planning:
  - Reflection of the core ESN values:
    - Social inclusion is a core value of ESN. As an organisation that welcomes international students of all backgrounds, inclusion is not only optional but fundamental. Creating inclusive events is a way to actively combat barriers.
  - Diverse perspectives:
    - Inclusion of individuals with varied backgrounds leads to richer discussions. A mix of perspectives creates more dynamic and reflective events. Diversity in the planning process is also crucial to allow events to reflect real-life complexity and authenticity.

- Enhanced learning and networking:
  - Inclusive events create deeper learning opportunities and foster valuable social connections. When participants feel safe and welcomed, they are more open to sharing and learning. Inclusion allows knowledge and experiences to circulate more freely, benefiting everyone involved.
- Positive social impact:
  - Inclusive events contribute to building a more understanding and empathetic community. Events have the power to challenge social norms and influence attitudes.

## CONSIDERATIONS FOR LANGUAGE, VENUES, OUTREACH AND TOOLS:

- Language inclusivity:
  - Use plain language
  - Translation support
  - Sign language
- Venue accessibility:
  - Wheelchair access
  - Accessible restrooms
  - Sensory-friendly environment, quiet zones
  - Clear signage
  - Transportation to the venues
- Outreach and communication:
  - Avoid tokenism
  - Inclusive language
  - Accessible digital communication (pictures: alternative text, videos: subtitles)
- Event structure and activities:
  - Variety
  - Inclusive food
  - Religious and cultural considerations
  - Feedback mechanism
- Safety Team:
  - Visible presence
  - Monitor for behaviour
  - Venue security
  - First aid kit
- Safe Place 'Statement':
  - Including it in events which has safety teams
- Alcohol Policies:
  - Offer non-alcoholic drink options
  - Never pressure anyone

- Prevention tools:
  - 'Code of Conduct'
  - Anonymous reporting form

## INCLUSIVE LANGUAGE

*'Inclusive language is the words and phrases you use that avoid biases, slang and expressions that discriminate against groups of people based on race, gender, socioeconomic status and ability. When used, you can resonate with more audiences by speaking and writing in ways that everyone understands and makes everyone feel welcome. (inclusive language, hubspot)*

Inclusive language serves to give visibility to everyone since the expressions we use in our daily lives are very much directed to the male gender with the use of masculine words and pronouns. To overcome this, here are some basic instructions to implement inclusive language in ESN events and interactions:

- Refer to a theoretical person as 'they' instead of 'he' or 'she'.
- Be mindful of terms related to race, ethnicity, nationality and culture.
- If you are not sure about pronouns, ask.
- If you, for some reason, use the wrong pronoun when addressing someone, apologise and move on. Do not keep apologising to the person because it creates a bad atmosphere.
- When addressing someone in written form, symbols like @, \*, X or \_ can be used when we want to refer to a community as a whole.

## CASE STUDIES / EXAMPLES

Consider, for instance, the last time someone said, **'Okay, guys, let's get started'** — do you think this is inclusive for everyone? Wouldn't it have been better if the person had said, **'ya'll/ everyone, let's get it started?'** With this example, we pretend to include everyone while we are speaking for a big group of people or, even, individually.

In events, inclusivity and safety are very important to ensure that everyone feels comfortable and has the best time ever. Therefore, here you can find two examples of **how to organise a welcome party**:

### Example 1

1. Held in a loud, busy nightclub with no accessibility options
2. Only the local language is used on posters and during the event
3. Alcohol centered with no non-alcoholic options
4. High entrance fee
5. No rules

### Example 2

1. Accessible venue with calm spaces and quiet zones
2. English language communication
3. Alcohol free options
4. Entry is free
5. Code of conduct and safety points communicated

# COLLABORATION AND INTEGRATION

## ALIGNMENT WITH TOOLKIT

- How does this Charter connect with and support other Toolkit TSOs
- Encouragement of cross-group dialogue and consistent values

## FEEDBACK AND ADAPTATION

- Process for reviewing and updating the Charter
- Mechanism for feedback from ESN members and sections

# CONCLUSION

The collection of sessions undertaken under this initiative represents a powerful and multidimensional effort to address discrimination, foster inclusion, and equip individuals, especially youth and volunteers, with the knowledge, empathy, and practical tools needed to build a more equitable society. Together, these workshops formed a cohesive narrative arc that progressed from awareness to action, transforming understanding into meaningful impact.

Beginning with '**Discrimination: Through Their Eyes**' and '**Discrimination Forms**', participants were introduced to the foundational concept of discrimination in its various overt and subtle forms. These sessions emphasised empathy by sharing the lived realities of marginalised communities and encouraged a critical reflection on societal norms and personal biases.

In '**From Borders to Bridges**' and '**Everybody is an Alien Somewhere: You as Well**', the focus expanded to intercultural empathy and the inclusion of people with disabilities and other underrepresented groups. These sessions reinforced the value of diversity and provided clear, practical strategies for fostering more inclusive environments in both personal and organisational contexts.

The session '**Dear Everyone!**' offered an essential linguistic dimension, emphasising the importance of gender-inclusive language and its role in creating welcoming and respectful communication, particularly in the context of event promotion. By learning to identify and apply inclusive language, participants were empowered to influence cultural change in their communities.

Meanwhile, '**Unmasking Discrimination: Spotting and Fighting Inequality in the Workplace**' addressed a critical and often underdiscussed area: workplace discrimination. Participants, particularly international students, gained the skills to identify discriminatory practices, assert their rights, and foster fairer professional environments.

The leadership and capacity-building dimension was addressed in '**Heating Hephaestus' Forge – Crafting ESN Skills**', which equipped new volunteers with the tools to translate their values into action within the Erasmus Student Network (ESN) and beyond. This session ensured that the ideals of inclusion, equality, and empathy would be embedded in the work of future leaders and community organisers.

Finally, '**... Now What?**' brought the learning full circle by focusing on real-world application. This session empowered participants to become active bystanders and upstanders – people who not only recognise discrimination but feel equipped and motivated to speak out, intervene, and support others when it occurs.

Taken together, these sessions form a holistic curriculum of social responsibility, grounded in empathy, cultural awareness, inclusion, and empowerment. Participants leave not only more informed but transformed, ready to challenge injustice, celebrate diversity, and lead by example in creating a more just and inclusive world.

The journey does not end with the closing of these sessions. It continues in every decision, interaction, and initiative that participants take forward into their communities. This conclusion, therefore, is also a beginning—a call to action, a commitment to equity, and a shared vision for lasting change.

# REFERENCES

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<https://blog.hubspot.com/blog/tabid/6307/bid/34234/the-hubspot-culture-code-creating-a-company-we-love.aspx>
- Rede Ex Aequo. Ferramentas para uma linguagem mais inclusiva em género (v1.0) [PDF]  
<https://drive.google.com/file/d/1GAYEl65aex917dFHti66hY2DMIesfGvm/view>
- Best Practice Guide for Inclusive Events. Institute of English Studies, University of London.  
<https://ies.sas.ac.uk/sites/default/files/Best%20Practice%20Guide%20for%20Inclusive%20Events.pdf>

# TRAINING SESSION OUTLINES

# ...NOW WHAT?

## SESSION OUTLINE

<b>Title of session:</b>	... Now What?		
<b>Preparation by:</b>	Sári Brunn, Tiago Coimbra, Ururu Fukuda	<b>Feedback by:</b>	Fabio Paron
<b>Facilitators:</b>	1 or 2		
<b>Number of PAX:</b>	10-15	<b>Time allocation:</b>	90 minutes
<b>Aim:</b>	Participants can speak up in situations where discrimination occurs, either towards them or someone else, on the spot or after it.		
<b>Session Objectives:</b>	<ul style="list-style-type: none"> <li>• Participants understand the basic concepts related to discrimination.</li> <li>• Participants are able to empathise with victims of discrimination.</li> <li>• Participants self-reflect on their feelings regarding discrimination.</li> <li>• Participants assess and analyse situations where discrimination occurs and apply concrete tools.</li> <li>• Participants will be able to offer support in real-time for victims of discrimination.</li> </ul>		
<b>Description:</b>	How many times have you been discriminated against or seen someone being discriminated against, and didn't know what to do or how to handle your feelings? Now what? In this session, we seek answers to how we can effectively contribute to creating a safer world: within ourselves and in society.		
<b>Preparation:</b>	<p>To print and cut:</p> <ul style="list-style-type: none"> <li>• Discrimination Bingo: <a href="#">discrimination bingo.pdf</a></li> <li>• Study Cases – check notes</li> <li>• Real-life situations for the React, Report and Ignore activity (make sure to respect the colored paper) – check notes</li> </ul> <p>Write on envelopes: React, Report, Ignore</p>		

Material	Amount	Details
Bingo	Number of PAX	
Envelopes	3	They need to have the

		words 'REACT', 'REPORT' and 'IGNORE'
Paper plates	Number of PAX	White
Pens and Markers	A bunch	Colourful
Colorful Tape	10	Different colours
Flipcharts	6	
Study Cases	Number of PAX	
React, Report, and Ignore Cases	Number of PAX	In the colored papers (3 different colours and 2 papers for each colour)
Glitter Glue	Between 3 and 5	Different colours

Time	Real Time	Activity	Materials needed	Learning Goals
5'		<p><b>Introduction</b></p> <p>FAX introduce themselves to the PAX briefly, and introduce the topic of the session as well as some principles:</p> <ol style="list-style-type: none"> <li>1. Everyone is responsible for their own learning. (ask questions)</li> <li>2. Non-formal setting (toilet, etc.)</li> <li>3. Be present.</li> <li>4. Learning is voluntary.</li> <li>5. Treat everyone with respect.</li> <li>6. Sensitive topics warning (triggers, hate speech, discrimination, trauma)</li> </ol> <p>FAX invite PAX to follow these principles for the session -&gt; everyone who agrees, please stand up.</p>	-	Introduction, establishing ground rules & boundaries
<p><i>Link to following activity: Now that the people are standing up, we can start with the icebreakers.</i></p>				
7'		<p><b>Ice breaker - Bingo</b></p> <p>FAX 1 hands out a bingo sheet for the PAX, while</p>	Printed Bingo sheets	Empathise with each other,

Time	Real Time	Activity	Materials needed	Learning Goals
		<p>FAX 2 explains the rules of the ice breaker game.</p> <p>PAX walk around the room and interact with each other: if they find a person for whom one of the sentences in the brackets is true, they write down the name. The goal is to have bingo.</p>		breaking the ice, creating the atmosphere
<p>Link to following activity: Once 5* people have bingo (*up for FAX and timeframe) FAX ask PAX to sit down in the circle with their bingo sheets.</p>				
5'		<p><b>Bingo debrief</b></p> <p>FAX ask questions from the PAX to debrief the activity, for example:</p> <ul style="list-style-type: none"> <li>• <i>Was it difficult for you to find people to whom the sentences were true?</i></li> <li>• <i>How did you feel during this activity?</i></li> <li>• <i>Was there maybe a sentence that wasn't true for anyone?</i></li> </ul> <p>... Now What?</p> <p>FAX 1 draws the conclusion: These experiences in the bingo are <i>pretty common*</i> (depends on the group's answers), as you can see, and they are all connected to our topic: discrimination.</p>	-	Reflect on the experience, recognising feelings, and following through with empathy
<p>Link to following activity: FAX 2 prepares board/flipchart with concept words.</p>				
10'		<p><b>Learning Session</b></p> <p>FAX 2 writes the main concepts on a board, all spread in the corners (<i>identity, discrimination, stereotype, prejudice, hate speech</i>), and then FAX 1 asks the PAX to try to make up a definition for each one of the words.</p> <p>FAX 2 notes keywords under the concepts, based on the PAX answers.</p> <p>In the end, the FAX gives the definition of each</p>	Board / Flipchart marker	Remembering the definitions, Understanding the main concepts regarding the theme,

<b>Time</b>	<b>Real Time</b>	<b>Activity</b>	<b>Materials needed</b>	<b>Learning Goals</b>
		concept, so that it is clear for everyone ( <i>check the notes for reference</i> ).		
<i>Link to following activity: We transition into the debriefing of the learning session with connecting the different concepts.</i>				
5'		<p><b>Connecting the dots - learning session debrief</b></p> <p>FAX 1 asks participants a question something along the lines of: do you see any connection between these words/concepts?</p> <p>Based on PAX answers, FAX 2 connects the terms with different colours, forming a spider-web like pattern in the end.</p>		Discover and understand connections between the main concepts
<i>Link to following activity: Now that they have learned all the main concepts, we are going to see how they look in real life.</i>				
15'		<p><b>Study Cases</b></p> <p>FAX divide PAX into 3-4 person groups (depending on group size) and hand out the study cases (check notes), asking them to come up with an approach to these situations. The PAX have to list:</p> <ul style="list-style-type: none"> <li>• How would you feel in the situation?</li> <li>• How could the victim of discrimination feel?</li> <li>• How to deal with these feelings, they (victims of discrimination) might be feeling</li> <li>• How would you act in this situation so that the victims of discrimination feel safe?</li> <li>• Imagine you are with a friend, and this happens to them, how would you react?</li> </ul> <p>For this exercise, the groups have 12 minutes, and then they present their findings to the group.</p>	<p>Study Cases</p> <p>1 Flipchart per team</p> <p>Markers / Pens</p>	Assess and analyse situations where discrimination occurs, recognising feelings, empathise with victims of discrimination, and think of actions of support
<i>Link to following activity: FAX answers any questions groups might have and then notify the groups, once the allocated time is over, inviting them to present.</i>				

<b>Time</b>	<b>Real Time</b>	<b>Activity</b>	<b>Materials needed</b>	<b>Learning Goals</b>
7'		<p><b>Study Cases debrief</b></p> <p>The groups present their findings to the group in 2 minutes, explaining their choices.</p> <p>FAX and other PAX have the option to ask questions regarding the solutions the other groups found and also to share the tools they use to deal with discrimination and how that makes them feel.</p>		Present solutions to the study cases and problems, analyse and react
<p><i>Link to following activity: Thank you for sharing and trusting us. As you can see there are many ways to react to these cases of discrimination. But we can categorise them into 3 big categories: React, Report or Ignore.</i></p>				
10'		<p><b>React, Report or Ignore</b></p> <p>FAX put up 'REACT', 'REPORT' and 'IGNORE' in three different envelopes and distribute them around the room.</p> <p><i>You can now see 3 envelopes in the room.</i></p> <p>After that, PAX are divided into three small groups (named after the colors of your colored papers) and given the situations (check notes) in the respective colors.</p> <p>The groups will get together and discuss how they would react to each different situation. After that, they will go around the room and put them in the envelope they think fits.</p>	<p>Envelopes</p> <p>Cases printed on coloured paper</p>	Applying the tools, critical thinking, teamwork
<p><i>Link to following activity: FAX collect envelopes, and open the envelopes together.</i></p>				
7'		<p><b>React, Report or Ignore debrief</b></p> <p>After the exercise, FAX and PAX open the envelopes together, and each team has to explain why they chose that option for the case.</p>		Debate, explaining choices, and evaluating answers

Time	Real Time	Activity	Materials needed	Learning Goals
		<p>In the end, FAX say something along the lines of:  <i>There are a lot of actions we can take so that we don't feel powerless when it comes to combating discrimination.</i></p>		
<p><i>Link to following activity: For this next activity, we invite you to reflect on this session and how can discriminatory acts can affect not only those around you but also yourself. In this next activity, we can see how to treat our heart, and it's also possible to overcome these bad feelings that being discriminated against makes us feel.</i></p>				
10'		<p><b>Putting the pieces together - Kintsugi</b></p> <p>PAX are given a paper plate and are encouraged to channel all their emotions (for example: anger and frustration) by thinking of times they were discriminated against or saw someone else being discriminated against, and/or hurt by someone else's words, etc.  PAX are invited to write what they felt on the paper / draw their emotions on the plate.  Afterwards, they rip the paper plate apart.</p> <p>Once the plate is ripped apart/jumped on/smashed etc. PAX will put the pieces back together with colorful tape and draw on them.</p> <p><i>This is also a metaphor for discrimination, because if you were a victim and it 'rips you out' you can still learn how to overcome it and create something beautiful, even though it will never be the same as before.</i></p>	<p>Paper Plates</p> <p>Markers, Pens</p> <p>Colourful Colorful Tape</p> <p>Glitter Glue</p>	<p>Self-reflection on own experience, emotions, 'putting oneself back together'</p>
<p><i>Link to following activity: When PAX are done perfecting their paper plate, they are invited to share about how they felt throughout the session. With this activity, we slowly go into the final debriefing of the session.</i></p>				
5'		<p><b>Final debrief &amp; saying goodbye</b></p> <p>For closing, FAX invites PAX to reflect on the past 1,5 hours for a couple of minutes.</p>	-	<p>Reflection, assessing the reach of learning objectives</p>

Time	Real Time	Activity	Materials needed	Learning Goals
		<p><b>... Now What do you take with you from this session?</b></p> <p>PAX and FAX go around in a circle, and optionally, everyone shares their main takeaway with the group. If time allows, the FAX reflects on the participants: mentioning the importance of speaking up, choosing your actions wisely and seeking help and support from professionals, if needed.</p> <p>FAX and PAX say goodbye: Thank you so much for participating and sharing.</p>		
4'	-	<p><b>BUFFER TIME</b>  <i>Can be used to prolong debriefings, ongoing discussions</i></p>	-	-

**Notes:**

Meaning of the concepts:

- **Hate Speech** is defined in EU law as the public incitement to violence or hatred on the basis of certain characteristics, including race, colour, religion, descent, and national or ethnic origin.
- **Identity** is the fact of being who or what a person or thing is (Country, Age, Job, ....)
- **Stereotypes** are generalisations about other groups of people, which may or may not contain judgements.
- **Prejudices** are generalisations containing a judgement which is usually negative about other people or social groups.
- **Discrimination** is the unfair treatment resulting from any prejudice, including non-racial prejudice. For example: Homophobia, Religious Discrimination, Ableism, Colonialism, Class Discrimination, Sexism, Pregnancy Discrimination, Islamophobia, Racism, Transphobia, Ageism, Xenophobia.

**Study Cases:**

1. An international student comes to you at an ESN event, saying she was harassed
2. You are on the subway going home, and you hear someone

making a racist comment to you and laughing

3. You are in a touristic spot and you see a group of teenagers making fun of one of their disabled (deaf) peers
4. A couple of two men get yelled at and threatened in the middle of the street for holding hands.

**React, Report, or Ignore:**

1. You are walking in the street, and your female friend is harassed with a pick-up line.
2. You have a hateful comment in your latest Instagram post.
3. One of your family members makes a homophobic comment.
4. You are in a friend group, and someone makes a islamophobic joke.
5. At the party, a drunk person came to say something about your family and their socio-economic background.
6. A politician wrote on X that mental health problems are not 'a real disease'.
7. Before you enter the restaurant, they ask where you are from, and you notice they seat you in a better or worse place depending on your nationality.
8. You notice that when your friend says she's from Latin America, people answer with a joke about a stereotype regarding Latin people.

**References:**

Hate speech - European Commission Code of Conduct:

[https://ec.europa.eu/newsroom/document.cfm?doc\\_id=41844](https://ec.europa.eu/newsroom/document.cfm?doc_id=41844)

Glossary by CoE:

<https://rm.coe.int/bookmarksen2020-web2/16809e5789>

Kintsugi:

[Video](#)

[Source](#)

# HIDDEN IN PLAIN SIGHT

## SESSION OUTLINE

<b>Title of session:</b>	Hidden in Plain Sight		
<b>Preparation by:</b>	Marica Horatiu, Eleftheria Tsaknaki, Jamil Nimri	<b>Feedback by:</b>	Fabio Paron
<b>Facilitators:</b>	1-3 Facilitators		
<b>Number of pax:</b>	20-30	<b>Time allocation:</b>	90 mins (83)

**Aim:** By the end of this session, participants will get to know and understand the concept of discrimination, its various forms, and will develop the ability to recognize instances in which they may have experience discrimination in their own lives.

**Session Objectives:** Participants will:

- Understand the definition of discrimination by brainstorming and teamwork
- Be able to recognize multiple types of discrimination by connecting real-life scenarios to the terms
- Relate to the concept of discrimination by reflecting on their own experiences

**Description:** Not everything is as fair as it seems—this session will help you uncover the hidden layers. So, take a deep breath and let's dive together...

**Preparation:** For the preparation phase, we will take into consideration the requirements for each activity:

**#1: Introduction & Icebreaker**

In case of having a projector available, we can have a slide for each facilitator and one for the last question of this activity

### #3: Theory Survivor

For this activity, the FAX will arrange each activity in each corner of the room, the Hula hoops, playing cards and the trash bin with already prepared paper balls. Also, the definition of discrimination must be printed and cut out with scissors.

### #5: Distinguishing discrimination types

The FAX is printing the discrimination sentences on A4 paper, according to the number of teams present. Then they proceed to cut the papers into small individual sentences and group them to be easily given to the teams.

Next, the FAX is preparing eight papers where each of which has a type of discrimination written. Those papers are spread across the room. Also, in 8 different papers, the FAX writes the definition of each term on another paper or all the definitions together on a big flipchart.

<b>Material</b>	<b>Amount</b>	<b>Details</b>
Projector, Laptop	1 pcs	Not required, but useful in case they are available
Whiteboard & whiteboard marker	1 pcs	If the whiteboard is not available, we can use a flipchart with one page.
Post-Its	2 bundles	
Hula Hoops	2 pcs	
Poker playing cards	60 pcs	

Small trash bin	1 pcs	
A4 papers	300 pcs	
Discrimination sentences	54 pcs	
Scissors	2 pcs	

	<b>Real Time</b>	<b>Activity</b>	<b>Materials needed</b>	<b>Learning Goals</b>
7'		<p><b>#1: Introduction &amp; Icebreaker</b></p> <p>The facilitator presents themselves by saying their name, age, what they are doing (e.g., studying/working) and asks each participant to say their name and shoe size or favourite colour or fun fact. [facilitator's choice]</p> <p>`Hello, everyone! I am/We are... very happy to be here today and meet you all. My name is XX (you can call me XX), I am X years old, and currently, I am studying ZZ. I also want to get to know all of you, so I would like you to tell me your names and your shoe size/etc. `</p> <p>After that quick round of names, the facilitator says:  <i>`Who can tell us what the topic of this session might be?`</i></p> <p>And gets one or two people to say what they think</p>	Projector, Laptop	The pax and FAX get to know each other.

		the topic is.		
<i>Link to following activity: The FAX introduces the term of discrimination as the main topic of today's session.</i>				
10'		<p><b>#2: Brainstorming on the definition of discrimination</b></p> <p>Next, PAX will brainstorm, with the help of the FAX, about the definition of Discrimination. FAX starts by asking one of the questions:</p> <p>'What is the first thing that comes to your mind when you hear the word discrimination?'</p> <p>Or</p> <p>'Describe what discrimination means to you with 1-2 words'</p> <p>FAX1 is asking the questions, and FAX2 writes on the board the key points so it will lead up to the idea of 'Unfair treatment resulting from any prejudice, including non-racial prejudice'</p>	White board Markers	The participants start exploring the main topic.
<i>Link to following activity: Thank you, everyone, for your input, but let's spice things up and move around a bit.</i>				
15'		<p><b>#3: Theory Survivor</b></p> <p>The FAX divides the pax into 3 or 6 groups by counting from 1 to 3/6.</p> <p>The groups will travel at the same time to different parts of the room to get the definition of what discrimination is in parts. In order to get each 'clue',</p>	Postits Hula Hoops 60 poker playing cards A small trash bin (CLEAN)	The pax understand the definition.

they have to complete one game in a competition style.

The games will consist of:

- Paper toss from a distance: Every member of the team has to pass one paper ball through the hoop (trash bin). - FAX1
- The group have to pass a Hula hoop from the first participant to the last without breaking the chain - FAX2/Volunteer\*
- Group needs to make a tower of minimum 10 cards/tower that stands for 15 seconds - FAX3/Volunteer\*

The FAX1 is presenting the games and gives 10 minutes to complete everything. When the 10 minutes go by, the FAX1 asks if they need more time and gives them 2 more minutes.

The definition that needs to be divided into 3 parts is:

'treating a person or particular group of people differently|, especially in a worse way from the way in which you treat other people,| because of their race, gender, sexuality, etc.'

Once time is finished, all PAX are asked to come back to a circle and follow up with the complete definition.

\* Check out the notes section at the end of the document.

*Link to following activity: Now that we have gathered all the puzzle pieces, what is the definition of*

*discrimination? [1 pax reads it out loud]*

5'

**#4: Debriefing**

Pax sit in a circle, and FAX start the debriefing with the questions:

*If anyone would like to share, how was the previous activity for you?*

*How comfortable are you with the term and definition of discrimination (we ask them to show us a level from low to high with their hand)?*

*Link to following activity: Do you think discrimination is just a single term? I invite you to find out through our next activity*

15'  
+5'

**#5: Distinguishing discrimination types**

There are 8 papers spread across the room, on each paper is written a type of discrimination. (The FAX2 spreads them).

You can choose 8 types from below that are relevant to the pax:

- Sexism
- Racism
- Ageism
- Class discrimination
- Religious discrimination
- Homophobia
- Ableism
- Pregnancy discrimination
- Single mom discrimination
- Xenophobia
- Islamophobia
- Antisemitism

A4 papers  
15 sentence papers for each team  
2 scissors

The pax learn about the discrimination types

We will use the previous teams, and each team will be given 15 sentences with different scenarios where a person is discriminated against, and they have to put those sentences next to the discrimination paper they think fits best in 6 minutes.

Some examples of the scenarios are:

**'A qualified woman is repeatedly passed over for a promotion in favour of less experienced male colleagues.'**

→ *Sexism*

**'A landlord refuses to rent an apartment to a couple because they are in a same-sex relationship.'**

→ *Homophobia*

**'An older employee is told they're 'too slow to keep up' and is pushed into early retirement.'**

→ *Ageism*

**'A job applicant wearing a hijab is told the company is 'not a good cultural fit' and isn't considered for the position.'**

→ *Islamophobia*

Here is a text the FAX can use to describe this activity: 'Now, let's go back to the groups we were in the games. Each team will be given 15 small

sentences, and you will have 6 minutes to match each one to the type of discrimination they fit the most from those that are written in pages on the floor.'

And then the time starts. The FAX makes a reminder at 2 minutes and asks if they need one more minute.

After the end of the time has ended, we gather everyone back in the circle and examine each sentence separately.

We have 1 pax for each sentence to tell us what type of discrimination and ask if some team may have matched it with a different type. Then the FAX gives the definition of each term.

*Link to the following activity: Now that we know a little more about the theory. Let's make an interesting exercise.*

10'

**#6: Step forward activity / HUG ROLL**

Pax will be put into an arm-length circle and asked multiple questions; if they relate, they will step forward. At the end, everybody will hug each other.

\*The FAX should repeat every question twice to make sure that everyone has heard the question!

The FAX says:

'I would like you to form a circle standing, with some distance between you. Now this circle is a safe space for you; what happens in this circle

The participants reflect on their own experiences and get to feel.

stays in this circle. Do you all agree to this? I would like you to close your eyes.

This is a silent activity. I will tell you some statements, and if they apply to you, you can take a step forward. I will repeat every statement twice, just to make sure that everyone has heard it.'

At the end of the questions, the FAX says;

'Now, when you feel ready, open your eyes. Look around you and see where everybody is standing and feel what everybody's been through. All the challenges we face together, but individually.

And now, I suggest we have a moment of appreciation and respect and have a group hug to support one another.

Statements (the facilitator can choose up to 10 that are appropriate for the target audience-dependending on the size of the room):

- 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 where 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 for dinner at 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 the future of your children.
- 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 competence is 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.

*Link to following activity: it's time to close the session, let's sit down in a circle.*

16'

**#7: Final debriefing**

The FAX ask the following questions:

- So, how do you feel about this last activity?
- What did you think when you opened your eyes?
- Could you imagine yourself in the shoes of the people who were closer to the centre?

GENERALLY:

- What did we do today?
- What were your feelings throughout the whole session?
- How comfortable are you with the term and definition of discrimination now that you've seen more aspects of it?
- What do you take with you from this training?

**Notes:**

If this session is delivered only by one FAX, then it is suggested to have 2-3 experienced volunteers to help with the games and the writing in the activities #2, #3.

If the FAX are more than one, they can separate the activities in whatever way they feel comfortable.

**References:**

<https://www.coe.int/en/web/compass/take-a-step-forward>

<https://www.coe.int/en/web/compass/discrimination-and-intolerance>

[DISCRIMINATION | English meaning - Cambridge Dictionary](#)

[ADAE Education pack Silver edition Updated 2023 - Google Docs](#)

# YOU SAW; NOW WHAT?

## SESSION OUTLINE

<b>Title of session:</b>	You saw; Now what?		
<b>Preparation by:</b>	Peter & Anisia & Mustafa	<b>Feedback by:</b>	Matej
<b>Facilitators:</b>	Peter & Anisia & Mustafa		
<b>Number of PAX:</b>	30	<b>Time allocation:</b>	90'

### Aim:of

### Session Objectives:

- After the session, PAX will
1. Reflect on safety and inclusion at events.
  2. Will understand what makes an event safe and inclusive.
  3. Have the tools to implement the concept of awareness teams in their local events.

### Workshop Description

This is a standalone WS in an open semester. We want people to learn about Inclusion and Safety. The people will share their experiences and collect causes and reasons for why events are (not) inclusive and safe. Afterwards, the concept of an awareness team and a checklist is introduced. Then, as an awareness team, the participants create a checklist which helps ensure the safety and inclusion of an event.

We want to make events safer and more inclusive. We hope that people can do so by giving them the tools. People reflect on experience and identify the need for safer spaces. We hope to strengthen our values through giving inclusion more focused attention.

### Structure

Ice-Breaker: Inhabitants of a Forest: 10'  
Bad Experience Sharing: 7'

Collecting causes: 15'  
 Awareness team: 20' Presenting  
 their findings - 10' FINAL  
 DEBRIEFING - 15' CLOSING - 5'  
 BUFFER TIME - 8'

**Material Preparation:**

Print the Worksheet, it can be found below this TSO.

The worksheet needs to be printed 5 times. All worksheets need to have different events mentioned in the task descriptions. Options are given in the document below.

Material	Amount	Details
Pens	40	
Worksheets, A4	30	Need to be printed
Pictures of Animals, all different	5	Need to be printed
Flipchart	1	
Markers	4	
PAX's Phone	30	Need to be brought
Open Seminar Room	40 people	

Time	Real Time	Activity	Materials needed	Learning Goals
<i>Link to following activity: Imagine a forest, with trees and bushes and life. There are also inhabitants in that forest.</i>				
10'		Location: Open Seminar Room for 40 People	5 Pictures of animals.	<i>PAX get to know each</i>

*other.*

### **Ice-Breaker: Inhabitants of a Forest**

In the room there are different pictures of forest animals. FAX ask the PAX to go to the animal they relate to the most. FAX helps with dividing the people into 5 groups of equal size. In that group the PAX answer the following questions:

- What is your name?
- What is your age?
  - Why did you choose this animal?
  - Do you see yourself in that animal?
  - What characteristics of the animal apply to you?

*Link to following activity: Unfortunately, animals are hunted a lot. They do feel unsafe in the forest.*

7'

### **Brainstorming:**

Smaller groups share their experiences following instructions:

#### 1. Brainstorm ideas

*'Ok people, now you're going to brainstorm ideas regarding how PAX may feel unsafe at events'*

#### 2. What are the reasons for that to happen?

The goal of this activity is to introduce the PAX into the topic matter.

Reflecting on experience activates them emotionally. They grow comfortable with each other.

Pictures of animals.

*PAX are reflecting on causes that make events 'unsafe'.*

*Link to following activity: We would like to hear your experiences! Please share it with the group.*

15'

### **Collect Reasons**

FAX asks the PAX to face them. FAX have a flipchart/whiteboard. FAX asks the PAX to share their findings. FAX writes them on the flipchart/whiteboard.

FAX collects the findings. FAX leads the group to the fact that these terms fall under the umbrella of safety and inclusion. FAX adds the umbrella terms after PAX have come to the conclusion. [Safety & Inclusion]

\*Possible questions for guidance for FAX:

- *What was lacking in that event?*
- *What do the reasons have in common?*
- *What is the common denominator of all these reasons?*

\*Possible inputs from PAX: Harassment, Stereotype, No Boundaries, no one to talk to, didn't know how to report incidents, felt unsafe with the facilitators, was not aware of help, scared, racism.

The paper functions as a reminder for PAX throughout the session.

1 Flipchart  
papers | 4  
Markers

*PAX  
collaborati  
vely  
discuss  
what  
constitutes  
safety and  
inclusion*

*Transition to following event:* Every animal of the forest needs to feel safe for it to be a safe place. Only like that, every animal is heard and can contribute! To ensure safety and inclusion: Forming Awareness Teams can be helpful.

20'

### **Awareness Teams**

FAX introduces 'Awareness Teams' as one possible way to ensure safety and inclusion at events. An awareness team is dedicated to ensuring the Safety and Inclusion of PAX before and during the event.  
*As a guidance, a checklist can be used as well*

40 Pens, 4  
Markers,  
5  
Worksheets [different  
events, 1  
for each  
group],

*PAX apply  
the  
concepts of  
Inclusion  
and Safety  
to a  
guideline  
for event*

*planning.*

Do you have any questions regarding that?

PAX needs to form teams. Every team needs every animal of the forest. Every PAX needs a representative of another group.

Note: PAX are forming new groups based on the following:

Each group needs to be consisting of each animal present during the first ice-breaker.

Each team receives one of the worksheets.

Worksheet: A checklist with boxes and empty space to put requirements.

You are the awareness team of your forest! Think of what you need to keep the forest safe and inclusive. You want to invite all the people to the event.

Create a Checklist! What does the Awareness Team need to do before and during the event? What needs to be present at the event?

Prepare a 1-minute elevator pitch of your findings.

*Example: The awareness team splits their duties during the event between each other.*

Each group is assigned a different event.

The following can be assigned:

- Karaoke
- Field Trip
- Picnic
- Speedfriending
- Party.

PAX draft checklists for their respective events.

The goal of this activity is that PAX apply the concept of inclusivity and safety to their tools [Team & Checklist]. They create a product they can apply themselves in their local community/section.

*Link to following activity: Now the different awareness teams of the forest present techniques and checklists!*

10'

**Pitching their findings:**

PAX present their checklists and ideas. Each group has 1 Minute time to show their items on the checklist. FAX moderates and links the different groups. The goal of this activity is to present the results and appreciate the work. It helps to identify challenges PAX had with the concept of Inclusion and Safety.

Worksheet  
S,

*PAX present their findings to the group.*

*Link to following activity: Now PAX will go back to their circles and the FAX will ask some certain questions to ensure that the concept and tools were understood :*

15'

**Debriefing:**

PAX gets back into a circle to reflect on the session. FAX moderates this part with guiding questions:

How was this session for you? What did you learn?

How do you connect this session to the values of ESN?

Why is this important?

- Did you know about the Awareness Team/ checklist before?
- Did you use them? Would you use yours/ the one you have just drafted?
- Do you think a checklist can ensure inclusion and safety?

Worksheet  
S,

PAX will reflect on the session. PAX reflect on the implementation of the checklist in their local community.

	<ul style="list-style-type: none"> <li>• How could you implement these tools in your local community?</li> </ul>		
5'	<p><b>Closing</b>  FAX collects the checklists and puts them in an order. FAX asks the PAX to take pictures of the checklists. This way PAX have the tools to implement the local communities. PAX will additionally receive the template.</p>	PAX's Phone	<i>PAX receive the checklists. This enables them to implement the findings in their local communities.</i>

### TASK:

You are the awareness team of your forest! Think of what you need to keep the forest safe and inclusive. You want to invite all the people to the event. Create a Checklist! What does the Awareness Team need? What needs to be present at the event? Prepare a 1-minute elevator pitch of your findings.

### CHECKLIST

Yes  \_\_\_\_\_  
\_\_\_\_\_

No  \_\_\_\_\_  
\_\_\_\_\_

Yes  \_\_\_\_\_  
\_\_\_\_\_

No  \_\_\_\_\_  
\_\_\_\_\_

Yes  \_\_\_\_\_  
\_\_\_\_\_

No  \_\_\_\_\_  
\_\_\_\_\_

Yes  \_\_\_\_\_  
\_\_\_\_\_

No  \_\_\_\_\_  
\_\_\_\_\_

Yes  \_\_\_\_\_  
\_\_\_\_\_

No  \_\_\_\_\_  
\_\_\_\_\_

# 'DEAR EVERYONE!'

## SESSION OUTLINE

<b>Title of session:</b>	'Dear Everyone!'		
<b>Preparation by:</b>	Yuri, Sofia, Maria	<b>Feedback by:</b>	Matej
<b>Facilitators:</b>	Yuri, Sofia, Maria		
<b>Number of PAX:</b>	15-20	<b>Time allocation:</b>	90'

<b>Session Aim and Objectives:</b>	<p><b>Aim:</b> Help volunteers raise and spread awareness about gender inclusive language and implement it in local communities.</p> <p><b>Objectives</b></p> <ol style="list-style-type: none"><li>1. Understand what gender inclusive language is and why it is important.</li><li>2. Detect non gender inclusive language in event promotion.</li><li>3. Apply gender inclusive language in event promotion.</li></ol>
<b>Workshop Description</b>	After the training, participants will be able to define gender-inclusive language in event management, detect gendered expressions in event materials, and confidently apply gender-inclusive language in their event communication. This will help them create more welcoming and respectful spaces in their communities and beyond.
<b>Structure</b>	INTRODUCTION - 10' SPOT THE STAIN - 30' REWRITE THE SCRIPT - 20' FINAL DEBRIEFING - 15' CLOSING - 10' BUFFER TIME - 5'
<b>Material Preparation:</b>	All the printing materials can be found below this TSO.

	Amount	Details
<b>Materials</b>		
Pens	30	
Printed papers	A4 pack	

Time	Real Time	Activity	Materials needed	Learning Goals
10'	10:00 - 10:10	<p>Introduction</p> <p>At the beginning of the session, trainers will welcome participants and introduce the topic of gender-inclusive communication in event planning. The session will start with a short icebreaker (FAX will start by saying their name, their pronouns and an adjective starting with their initial) and an overview of the aim: to help participants recognise and apply inclusive language in their own ESN activities. This part sets the tone, encourages an open and respectful environment, and helps participants understand how the training connects to creating more inclusive and welcoming ESN events.</p>	-	<i>PAX understand the topic and aim of WS.</i>
<p><i>Link to following activity: Now that we've introduced the topic, let's put our awareness into practice. In our first activity, Spot the Stain, you'll work in groups to identify non-inclusive language in event-related phrases.</i></p>				
30'	10:10 - 10:40	<p>Spot the Stain</p> <p>The facilitator will divide participants into groups of five by numbers (they will count from 1 to 5).</p> <p>In this exercise, each group will receive</p>	Printed sentences	<i>PAX understand what gender inclusive language is</i>

short sentences or phrases commonly used in event communication. They will be given 5 minutes to complete the task. Their task is to read through the texts and highlight any words or expressions that are not gender-inclusive or may unintentionally exclude certain groups. This activity sharpens awareness of language biases and sets the foundation for more thoughtful and inclusive communication.

Once the task is completed, FAX and PAX will discuss the highlighted words for the next 10 minutes. Each group will share their findings with everyone.

During the next 15 minutes, FAX will briefly discuss what gender-inclusive language is, why it matters in the context of ESN and event planning, and how inclusive language contributes to creating welcoming, respectful spaces for everyone.

*Gender-inclusive language refers to communication that avoids bias toward a particular sex or gender and actively includes all gender identities. It plays a crucial role in creating environments where everyone feels seen, respected, and welcomed, something especially important in the context of ESN, where we bring together students from diverse cultural and personal backgrounds. Using gender-inclusive language means being intentional with our words: avoiding assumptions like using 'he' as a default, or job titles like 'chairman', and instead choosing terms that reflect and respect all individuals. In event planning and communication, the language we use can either reinforce exclusion or open the door*

and why it is important. PAX detect non gender inclusive language in event promotion.

*to a more inclusive and supportive atmosphere. That's why today, we are also introducing the ESN Inclusive Communication Manual—a valuable resource that offers guidance and practical examples on how to use inclusive language in your daily work. It includes good practices such as using gender-neutral pronouns, avoiding stereotypes, and being aware of cultural sensitivities. I encourage you to explore it during and after the session, as it can help strengthen not only your communication style but also the impact and accessibility of the events you create. By practising inclusive language, we're not just following a rule, we're making a choice to communicate in ways that affirm people's identities and help everyone feel they truly belong.*

*Link to following activity: Now that you can spot non-gender-inclusive language and understand it is, let's work together to rewrite it.*

20' -	10:40	Rewrite the Script	Printed materials pens	PAX can apply gender inclusive language in event promotion
	11:00	In this activity, participants will work in small groups of 5, which will be newly formed in the same way that the previous groups were formed, to review real promotional materials from past ESN events, such as registration forms, social media posts, and email announcements. Their task is to read through the content and identify language that may be non-gender inclusive or unintentionally exclude certain groups. After discussing the impact of these language choices, participants will paraphrase and rewrite the materials using inclusive language. This activity strengthens participants' ability to critically assess		

and improve communication in a practical, hands-on way, ensuring future events are more welcoming and inclusive for everyone.

*Link to following activity: Let's take a moment to reflect and sit down in a circle.*

15'	11:00 - 11:15	Final Debriefing  The FAX starts discussion, and the following questions can be used: <ol style="list-style-type: none"><li>1. How was the session for you?</li><li>2. Were you surprised to learn what words are non-gender inclusive?</li><li>3. What did you learn about gender inclusive language in events communication?</li><li>4. How will you apply it in your own events?</li></ol>	-	<i>PAX are aware of their learnings.</i>
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*Link to the following activity: I invite you to the end of the session.*

10'	11:15 - 11:25	Closing  In this final part of the session, the trainers will thank participants for their engagement and encourage them to apply the inclusive language skills they've learned. Participants will be invited to commit to creating welcoming, respectful communication in their future ESN events. The session ends on a positive and motivating note, reinforcing the importance of inclusion and offering ongoing support.	-	<i>PAX leave the session motivated</i>
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5'	11:25 - 11:30	Buffer Time		
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## Spot the Stain:

Each chairman should ensure that his team of hostesses are properly trained to greet guests and assist all the businessmen attending the conference.

Every guest must present their ticket at the entrance, and the firemen on duty will direct them to the correct hall where the keynote speaker will address the audience.

The event planner must coordinate with all the workmen responsible for setting up the stage, and he should report directly to the head technician once the setup is complete.

All the cameramen hired for the awards ceremony should check in with the stage manager, and each must ensure that his equipment is ready before the female performers go on stage.

If any participant has questions, they should contact the event coordinator or speak to one of the hostesses stationed near the registration desk.

Rewrite the Script:

### **Text 1 – Email for a Welcome Event**

Dear Erasmus students,

We're excited to welcome each of you to our university with a special event just for freshmen. Every student should bring their student card and show it at the entrance to receive a welcome pack. Our team of hostesses will be available to answer questions and help you find your group. The chairman of ESN will give a short speech to kick off the evening. We look forward to seeing all of you there—don't forget to bring a friend!

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### **Text 2 – Social Media Post for a Sports Day**

Hey guys!

We're organising a Sports Day this Saturday, and it's going to be awesome. Each participant should make sure they wear appropriate shoes and bring water. We'll have a team of sportsmen on hand to guide you through each activity and keep the energy high. Boys and girls will compete in mixed teams, and there will be prizes for the top performers. Join us for a day full of fun and friendly competition!

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### **Text 3 – Event Description for Cultural Workshop**

In this workshop, each student will be invited to share a tradition or custom from their country. We'll gather in the main hall, where our lovely hostesses will help with setup and seating. The spokesman for the local cultural association will open the event with a few words. We encourage everyone to dress in traditional attire if they wish. Let's make this a colourful and meaningful celebration of our cultures!

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### **Text 4 – Announcement in Erasmus Group Chat**

Hey guys,

Just a reminder that our trip to the mountains is coming up this weekend. Every participant should make sure he has packed warm clothes, especially gloves and a hat. The bus will leave promptly at 8 a.m., so don't be late! Our guide and a few of the local firemen will be accompanying us for safety. We're looking forward to an unforgettable day in nature!

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## **Text 5 – Instructions for a Networking Event**

Join us for an exclusive networking night with local professionals! Every young man looking to boost his career should take this opportunity to connect with industry leaders. Make sure you come prepared with business cards and a short intro about yourself. The chairmen of two major companies will be there to share their insights. Our hostesses will greet you at the door and direct you to the main networking area.

