

EXERCISE FIVE

(Estimated time: one hour)

Learning

- Reflect on how being part of a community works.
- Reflect on who is most likely to be “in” or “out” and why.
- How a sense of belonging can be encouraged.
- Greater appreciation of challenges facing a minority community.

What You Need

You need a card or paper with a role written on it – one role for each participant. The following roles could be used:

- A GAA player
- A member of a flute band
- A successful businessperson
- A lesbian at university
- An Assembly member – MLA
- A Presbyterian Minister
- An Imam from the local mosque
- A single mother with two children
- A married man without children
- A Parish Priest
- A wheelchair user
- A migrant worker who is a doctor
- An asylum seeker
- A female teacher
- A 16-year boy from the high school

Allocate the roles randomly and introduce the game.

- Each participant must imagine being the person they have been allocated – they should not share who they are with others.
- Participants should stand in a line at a wall facing the longest part of the room.
- You will then read out a series of statements. When you read out each statement participants should take one step forward if their character answers YES to the statement. If the character would answer NO or they are UNSURE, the participants should stay where they are.
- Read the following statements out to the participants. Take your time, allow them to think and take the step forward only if their character would answer YES.

Statements

- I feel safe in my community
- I can vote
- I know I'll never go hungry
- I know what my future is likely to be
- I am unlikely to be a victim of a racist crime
- I am unlikely to be a victim of a sectarian crime
- I am confident I can get a job
- I feel confident that my political opinions matter
- I am not at risk of being beaten up
- I know I can celebrate my culture and traditions
- I have a good salary
- I won't be the victim of discrimination
- I feel that where I live people understand me
- I feel connected with the people who live near me
- People are likely to invite me to things outside my immediate circle

Once all questions are read, ask participants to put their card or paper on the floor face up so that everyone can see who they were.

Discussion

Discussion may follow naturally as people comment on where each person left their card or paper. Make sure people comment out loud and that only one person speaks at a time.

You might like to consider:

- Why are some people behind other people?
- What were the main factors in people being at the front or back – age, gender, religion, ethnicity, employment?
- Does the order say anything about who has power and who has not? Does it matter?
- How much does a person's religion or ethnicity affect their sense of belonging? Why?
- Where do participants feel they would be themselves? How would they feel if they were toward the back?

You might ask what assumptions people made about their character in order to answer the questions.

DISCUSSION WORKSHEET – WHO BELONGS:

Theme	Lines of Reflection
What is Belonging?	There is a difference between FITTING IN and REALLY BELONGING. People who belong are accepted for who and what they are – and that diversity is what enriches. It can be called inter-culturalism. People have many more things in common regardless of backgrounds including needs that should be addressed.
Trust	This exercise is also about who has power and who feels excluded from decision-making, an important part of good relations. When people feel excluded, they start to mistrust the processes and the people leading the processes. Often those with power can be unaware that others are excluded – they can't pro-actively consider this and its consequence.
Respect	When people believe they are being listened to and have a real say in things, they are more likely to feel valued and of value. If people feel respected, they are likely also to respect others.