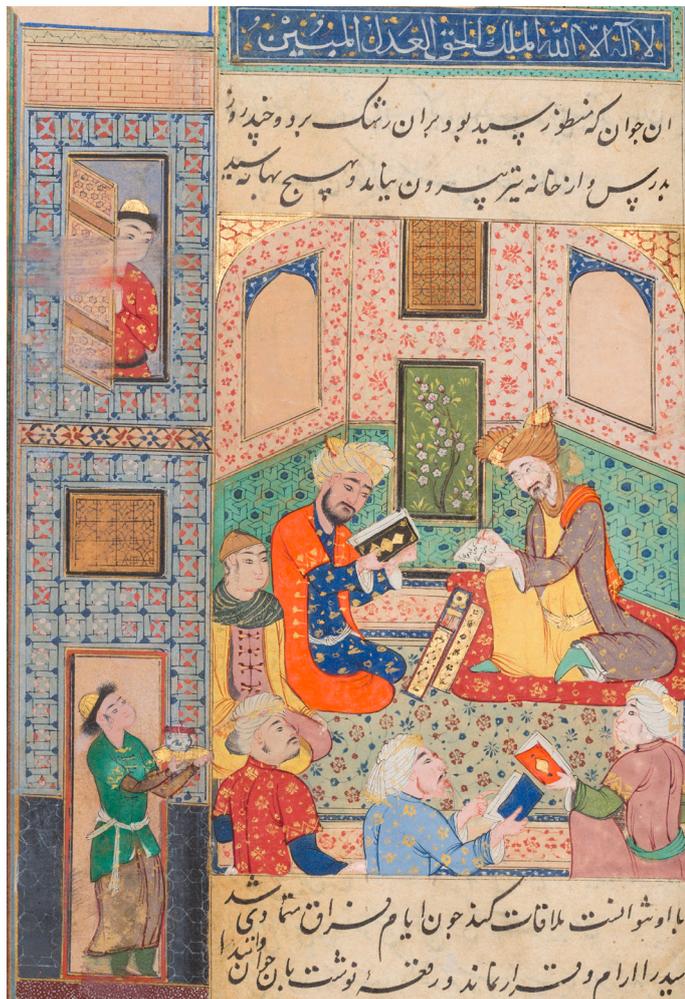


EQUAL RIGHTS

# What is in your power?

## WHAT'S THIS?

To guarantee equal opportunity, a society must acknowledge the different starting positions of individual groups. At the same time, discrimination obscures the view of inequalities. This is about identifying multiple discriminations and thus sharpening the eye for possible courses of action.



-  TOTAL OF 60 MINUTES
-  THE EXERCISE CONSISTS OF THREE PARTS
-  FOUR PERSONS OR MORE
-  EQUAL OPPORTUNITY, EVERYDAY RELEVANCE, IDENTITY
-  IMAGE REVIEW, GROUP DISCUSSION, CREATIVE WRITING

© Staatliche Museen zu Berlin, Museum für Islamische Kunst / Christian Krug

# Whom can you recognise here?

## HOW IS IT DONE?

The group divides into groups of 2. Each small group initially only gets action sheet A parts 1–3, looks at the images and writes down ideas about who or what is depicted. After 10 minutes, everyone presents their results. Then Action sheet A part 4 is handed out, the newly created attributes are compared with information about the images and discussed. To complete the first part, the Forms of Discrimination info sheet is handed out and read together.

Questions for the group:

- What has changed between then and now?
- What is still comparable?
- What scopes for action existed and still exist for disadvantaged people or people with power to change something?



APPROX. 20 MINUTES



FOUR PERSONS OR MORE



ACTION SHEET A – PARTS 1–3  
AND 4 (DISTRIBUTE DIFFERENT  
PARTS AT INTERVALS),  
FORMS OF DISCRIMINATION  
INFO SHEET



## GOAL

Recognising that attributes are made on the basis of one's own conditioning and the respective state of knowledge



# Where do you see yourself?

## WHAT COMES NEXT?

You just looked at objects from the Museum of Islamic Art, tried to detect discriminations, relations of power and powerlessness in the past and compare them to current social structures. Now consider your own social position and think about your possibilities for action.

## HOW IS IT DONE?

The group leader briefly explains action sheet B: the terms in the centre of the flower are distinguishing features, meaning categories that are effective in societies. The inner petals stand for characteristics of structurally favoured groups and the outer petals for more disadvantaged groups. Each of the participants receives action sheet B part 1 for individual work. Then they form small groups of four to six people and discuss their positions with the help of action sheet B part 2.

## GOAL

- Reflecting on your own social position
- Recognising social power structures
- Developing a constructive approach to social categories



## EVALUATION

In conclusion, each small group can briefly present its thoughts to the large group or ask questions. The group leader pays attention to the following items:

- There may be some resistance among the participants when it comes to the strict opposition of power/powerlessness, advantage/disadvantage. This criticism should be given space and the entire group should discuss it.
- The diagram of the power flower offers a simplified depiction of socially constructed categories. Although they are constructed, they are still effective and closely linked with the distribution of privileges and access to resources (education, wealth, jobs, etc.).
- People are often forced to position themselves in this system of opposites, or they may be positioned into it. The objective is to realise that all individuals are positioned at the intersection of different categories and, depending on the context, may sometimes find themselves in an advantageous position and at other times in a more disadvantaged place.



**APPROX. 30 MINUTES**  
(INDIVIDUAL WORK 5–10 MIN.,  
SMALL GROUPS 20 MIN.,  
GROUP SESSION 15 MIN.)



**FOUR PERSONS OR MORE**



**ACTION SHEET B – PARTS 1  
AND 2, COLOURED PENCILS**

# What is in your power?

## THIS IS HOW IT COMES TOGETHER

During the exercise you dealt with single or multiple disadvantages in society. You compared your own position to positions of power and powerlessness in history. Now all participants get the chance to tell the group in a few brief sentences what they considered to be interesting realisations.

## HOW IS IT DONE?

Alone or in groups of two, the participants form one or two sentences with which they want to tell the entire group their most important realisations from the exercise. After three minutes, everyone in turn presents their key sentences.

## GOAL

Securing results  
Shared reflection on the exercise



APPROX. 10 MINUTES



FOUR PERSONS OR MORE



PENS

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